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1922/23

Bulletin

East Tennessee

State Normal School

Vol. XIII

JULY, 1923

No. 1

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By Authority of the State Board of Education

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BULLETIN

EAST TENNESSEE STATE NORMAL SCHOOL

**A STATE SCHOOL FOR THE EDUCATION
AND TRAINING OF TEACHERS**

**CATALOG FOR 1922-23
ANNOUNCEMENTS FOR 1923-24**

Published by Authority of the
STATE BOARD OF EDUCATION

JULY, 1923

CALENDAR FOR 1923-1924



FALL QUARTER

1923—

September 17 and 18.....Registration and Classification of Students
September 18.....Observation and Practice School Opens
September 19.....Class Work Begins
December 22.....Fall Quarter Ends

WINTER QUARTER

1924—

January 1 and 2.....Registration and Classification of Students
January 3.....Class Work Begins
March 15.....Winter Quarter Ends

SPRING QUARTER

March 17 and 18.....Registration and Classification of Students
March 14.....Class Work Begins
May 31.....Spring Quarter Ends

SUMMER QUARTER

June 2 and 3.....Registration and Classification of Students
June 4.....Class Work Begins
July 12.....Short Courses End
August 9.....Summer Quarter Ends

Students should register and be classified on the opening days of the quarter.

STATE BOARD OF EDUCATION

FOR EAST TENNESSEE:

C. L. Marshall.....Johnson City
Chas. E. Keyes.....Crossville
John S. Ziegler.....Chattanooga

FOR MIDDLE TENNESSEE:

Commissioner P. L. Harned, Chairman.....Clarksville
L. A. Ligon.....Carthage
Shelton Phelps.....Nashville

FOR WEST TENNESSEE:

Mrs. C. B. Allen.....Memphis
F. R. Ogilvie.....Brownsville
C. B. Ijams.....Jackson

EX OFFICIO:

Governor Austin Peay.....Nashville

COUNTY SUPERINTENDENTS IN EAST TENNESSEE

County	Name	Town
Anderson	R. B. Wallace	Clinton
Bledsoe	Samuel Hixson	Pikeville
Blount	H. B. McCall	Maryville
Bradley	E. J. Frazier	Cleveland
Campbell	Edgar Smith	Jacksboro
Carter	K. P. Banks	Elizabethton
Claiborne	J. W. Baldwin	Tazewell
Cocke	Roy C. Campbell	Newport
Cumberland	T. E. Marshall	Crossville
Grainger	H. G. Farmer	Rutledge
Greene	Joel N. Pierce	Greeneville
Hamblen	J. D. Self	Morristown
Hamilton	J. A. Roberts	Chattanooga
Hancock	L. J. Catron	Sneedville
Hawkins	E. A. Cope	Rogersville
Jefferson	E. F. Goddard	Dandridge
Johnson	R. P. Donnelly	Mountain City
Knox	W. W. Morris	Knoxville
Loudon	John T. Henderson	Loudon
McMinn	E. R. Lingerfelt	Athens
Marion	T. R. Hackworth	Jasper
Meigs	John H. Arrants	Decatur
Monroe	H. L. Callahan	Madisonville
Morgan	A. B. Peters	Wartburg
Polk	W. B. Rucker	Copperhill
Rhea	Walter White	Dayton
Roane	J. F. Brittain	Kingston
Scott	W. J. Jeffers	Huntsville
Sequatchie	W. A. Hixson	Dunlap
Sevier	O. E. DeLozier	Sevierville
Sullivan	J. C. Akard	Blountville
Unicoi	C. A. McCanless	Erwin
Union	W. H. Thomas	Maynardville
Washington	J. C. Berry	Jonesboro

CITY SUPERINTENDENTS IN EAST TENNESSEE

1923-24

Athens	J. C. Ridenour
Bristol	R. B. Rubins
Chattanooga	J. S. Ziegler
Cleveland	R. T. Allen
Clinton	C. C. Justus
Copperhill	W. B. Rucker
Crossville	J. L. Rose
Dayton	W. C. Hixson
Elizabethton	J. R. Ritchie
Erwin	D. M. Laws
Etowah	Frank H. Carey
Greeneville	A. C. Duggins
Harriman	P. D. Neilson
Jellico	L. A. Sharpe
Jefferson City	W. J. Bible
Johnson City	D. R. Haworth
Jonesboro	Ralph Wyber
Kingsport	S. W. Gentry
Kingston	J. F. Iddins
Knoxville	W. E. Miller
LaFollette	Pat W. Kerr
Lenoir City	Curtis G. Gentry
Loudon	D. T. Rogers
Madisonville	B. L. Hale
Maryville	C. D. Curtis
Morristown	S. L. Woodward
Mountain City	J. H. Pierce
Newport	A. E. Sherrod
Pikeville	Samuel Hixson
Rockwood	N. A. Steadman
Rogersville	R. G. Sanford
Spring City	W. A. Brickey
Sweetwater	R. M. Ivins
Tellico Plains	Judd Acuff

FIRST-CLASS HIGH SCHOOLS

1922-23

The following list includes the names of County and City High Schools in East Tennessee that have been approved as first-class by Honorable J. W. Brister, State High School Inspector, for the year ending June 30, 1922, with names of principals for the school year 1922-23.

County—	High School—	Principal—	Post Office
Anderson	Glen Alpine	R. B. Wallace	Clinton, R. 1.
Anderson	Coal Creek	Robert Lindsay	Coal Creek
Anderson	Andersonville	Herman Massengill	Andersonville
Anderson	Clinton	Curtis G. Gentry	Clinton
Bledsoe	Bledsoe County	Samuel Hixson	Pikeville
Blount	Friendsville	C. L. French	Friendsville
Bradley	Central	W. B. Parks	Cleveland
Bradley	Charleston	Roscoe Varnell	Charleston
Campbell	Central	P. L. Stiles	Jacksboro
Campbell	Jellico	C. R. Wallace	Jellico
Campbell	LaFollette	Pat W. Kerr	LaFollette
Carter	Elizabethton	A. W. Carmack	Elizabethton
Claiborne	Claiborne County	R. H. Leonard	Tazewell
Cocke	Cocke County	A. E. Sherrod	Newport
Cumberland	Cumberland County	John L. Rose	Crossville
Greene	Greeneville	A. C. Duggins	Greeneville
Greene	Warrensburg	Carl P. McNeese	Midway
Greene	Chuckey	B. H. Bowers	Chuckey
Greene	Baileyton	H. H. Hayhow	Baileyton
Greene	Mosheim	A. H. Willoughby	Mosheim
Greene	Glenwood	William Laxton	Glenwood
Hamblen	Morristown	C. K. Koffman	Morristown
Hamilton	Central	S. E. Nelson	Chattanooga
Hamilton	Sale Creek	W. J. Smith	Sale Creek
Hamilton	Soddy	S. Q. Tallent	Soddy
Hamilton	Tyner	C. C. Burgner	Tyner
Hamilton	Daisy	S. T. Gass	Daisy
Hamilton	Hixson	J. T. Jones	Hixson
Hamilton	Ooltewah	C. J. Daub	Ooltewah
Hamilton	Birchwood	J. M. Bare	Birchwood
Hancock	Hancock County	Emory A. Cope	Sneedville
Hawkins	Rogersville	R. G. Sanford	Rogersville
Hawkins	Bulls Gap	J. C. Self	Bulls Gap
Hawkins	Church Hill	C. T. Vance	Church Hill
Hawkins	Mooreburg	J. B. King	Mooreburg
Jefferson	Maury	P. C. Williams	Dandridge
Johnson	Johnson County	J. H. Pierce	Mountain City

Knox.....	Central.....	Hassie Gresham.....	Fountain City
Knox.....	Karns.....	W. W. Morris.....	Byington
Knox.....	Young.....	S. A. Duff.....	Knoxville, R. 1
Knox.....	Farragut.....	J. M. Colston.....	Concord
Knox.....	Gibbs.....	H. G. Loy.....	Corryton
Knox.....	Carter.....	J. A. Herron.....	Strawberry Plains
Knox.....	Powell.....	G. W. Marten.....	Fountain City
Loudon.....	Lenoir City.....	J. H. Jarvis.....	Lenoir City
Loudon.....	Loudon County.....	D. T. Rogers.....	Loudon
McMinn.....	McMinn County.....	W. D. Hammontree.....	Athens
McMinn.....	Etowah.....	Wm. L. Hill.....	Etowah
Marion.....	Marion County.....	J. J. Huggins.....	Jasper
Meigs.....	Meigs County.....	L. E. Logan.....	Decatur
Monroe.....	Sweetwater.....	R. M. Ivins.....	Sweetwater
Monroe.....	Monroe County.....	B. L. Hale.....	Madisonville
Monroe.....	Tellico Plains.....	Roy Anderson.....	Tellico Plains
Morgan.....	Central.....	C. C. Justus.....	Wartburg
Polk.....	Polk County.....	J. L. Brewer.....	Benton
Polk.....	Copperhill.....	W. B. Rucker.....	Copperhill
Polk.....	Ducktown.....	W. B. Rucker.....	Copperhill
Rhea.....	Central.....	W. F. Ferguson.....	Dayton
Rhea.....	Spring City.....	W. A. Brickey.....	Spring City
Roane.....	Wheat.....	A. H. Webster.....	Wheat
Roane.....	Roane County.....	J. F. Iddins.....	Kingston
Roane.....	Harriman.....	P. D. Neilson.....	Harriman
Roane.....	Rockwood.....	N. A. Steadman.....	Rockwood
Scott.....	Robbins.....	R. R. Vance.....	Robbins
Scott.....	Onedia.....	S. A. Bertram.....	Oneida
Scott.....	Huntsville.....	C. W. Wright.....	Huntsville
Sevier.....	Sevier County.....	James B. Davidson.....	Sevierville
Sequatchie.....	Sequatchie County.....	W. A. Hixson.....	Dunlap
Sullivan.....	Bluff City.....	Mrs. M. M. Mears.....	Bluff City
Sullivan.....	Holston Institute.....	S. R. Howell.....	Blountville
Sullivan.....	Blountville.....	Roy E. Clark.....	Blountville
Unicoi.....	Unicoi County.....	T. R. Tutsler.....	Erwin
Washington.....	Washington College.....	Adam Phillips.....	Washington College
Washington.....	Sulphur Springs.....	R. H. Burkhart.....	Jonesboro, R. 9
Washington.....	Science Hill.....	Lucy Hatcher.....	Johnson City
Washington.....	Boone's Creek.....	S. L. Rollins.....	Jonesboro
Blount.....	Maryville.....	C. D. Curtis.....	Maryville
Hamilton.....	Chattanooga.....	W. T. Robinson.....	Chattanooga
Knox.....	Knoxville.....	W. E. Evans.....	Knoxville
Sullivan.....	Bristol.....	R. B. Rubins.....	Bristol
Sullivan.....	Kingsport.....	Ross N. Robinson.....	Kingsport

FACULTY AND OFFICERS

1923-24

SIDNEY GORDON GILBREATH.....**President**

B. S., Hiwassee College, 1890; Superintendent of Schools, Monroe County, 1891-5; State Superintendent Public Instruction, 1895-7; President Hiwassee College, 1897-9; Member State Board of Education, 1895-9; Professor in Peabody College for Teachers, 1899-1903; Superintendent City Public Schools, Chattanooga, 1903-10; President State Teachers' Association, 1898; President Public School Officers' Association, 1910; President Southern Conference for Education and Industry, 1916-17; present position since 1910.

DAVID SINCLAIR BURLESON.....**Dean. Reading and Literature**

B. A., Milligan College, 1891; M. A., Milligan College, 1898; M. A. Certificate in Latin and Greek, University of Virginia, 1898; Student Harvard University, summers 1901 and 1902; Graduate Student, University of Chicago, 1911; Principal Preparatory Department, Milligan College, 1891-3; Professor of Mathematics, Tazewell (Va.) College, 1893; Principal Newcastle (Va.) Institute, 1893-4; Principal Language Department, Florence (Ala.) State Normal College, 1898-1911; Secretary East Tennessee Educational Association, 1916-22; author Practical English Grammar, 1919; present position since 1911.

CHRISTIAN EDLY ROGERS.....**Registrar. Mathematics**

L. I., Peabody College, 1902; B. A., University of Chattanooga, 1905; LL. B., Chattanooga School of Law, 1907; M. A., Columbia University, 1915; Diploma in Mathematics, Teachers College, 1915; Special Student of Mathematics, Summer School of the South, 1907-8-9; Teacher of Mathematics, Central High School, Chattanooga, 1907-11; present position since 1911.

CHARLES HODGE MATHES.....**Alumni Secretary. Rural Education**

B. A., Washington College, 1897; Graduate Student University of Wooster, 1898-9; M. A., Maryville College, 1904; Professor of Greek and English, Washington College, 1897-8, and 1899-1903; Professor of Greek, Maryville College, 1903-11; Dean and Professor of English Language, East Tennessee State Normal School, 1911-20; present position since 1922.

WALTER CLEMENT WILSON.....**Manual Training**

B. E., National Normal University, 1893; Certificate Ohio State Teachers' College, 1897; Diploma in Manual Training, Miami University, 1909; Superintendent City Schools, West Carrollton (O.) 1893-1904; Associate Principal Normal Department, Antioch (O.) College, 1904-9; Critic Teacher of Manual Training, Ohio State Normal College, 1909-10; Instructor in Manual Training, Ohio State Normal College, 1910-11; present position since 1911.

DELLE DULANEY SMITH-----**Science**

Graduate Bristol High School, 1899; B. S., University of Tennessee, 1903; Student Summer School of the South, 1903; Teacher in Masonic Institute, Mountain City, 1903-4; Teacher of Chemistry and Physics, Southern College for Women (Ga.), 1904-6; Teacher of Chemistry and Physics, Oregon State Normal School, 1906-8; Teacher of Science, Galloway (Ark.) College, 1909-10; Teacher of Science, Sweetwater College for Women, 1910-11; Graduate Student, Columbia University, summer 1913; present position since 1911.

WILLIAM LAFAYETTE PRINCE-----**Writing and Bookkeeping**

Graduate Holladay College, 1894; Graduate Draughon's Business College, 1902; Graduate Gem City Business College, 1904; Teacher Bookkeeping and Shorthand, Iowa Wesleyan University, 1903-4; Business Course, Southern Normal University, 1905-7; Commercial Branches, Carson and Newman College, 1907-8; Hill's Business College, 1908-9; Dickson College, 1909-10; Principal Commercial Department, Piedmont College, 1910-11; present position since 1911.

ELIZABETH EVANS SLOCUMB-----**Drawing**

Diploma Woman's Art School, New York, 1905; Diploma Teachers College, Columbia University, 1911; Supervisor of Drawing in Raleigh (N. C.) Schools, 1905-10; Student in Columbia University, summers 1912-13; present position since 1911.

INA YOAKLEY-----**Geography and Geology**

B. S., Milligan College, 1895; B. S., Teachers College, Columbia University, 1910; M. A., Columbia University, 1912; Special Student, Columbia University, 1912-13; Teacher in Public Schools, Washington County, 1896-9; Teacher in High School, Fall Branch, 1899-1901; Teacher in Public Schools, Johnson City, 1901-5; Teacher of Science, High School, Johnson City, 1905-9; Teacher of Biology, High School, Jersey City (N. J.), 1910-11; Graduate Student, Chicago University, summer 1913; present position since 1912.

ADA HORNSBY EARNEST-----**Home Economics**

Graduate Meigs County High School, 1902; M. E. L., Centenary College, 1905; Teacher in Meigs County High School, 1907-9; Student Summer School of the South, 1908; Graduate in Domestic Science Course, East Tennessee State Normal School, 1912; Special student, Teachers College, Columbia University, summers 1914-15-16; present position since 1912.

KATHERINE McSPADDEN-----**Critic Teacher**

Graduate Bristol High School, 1908; graduate State Normal School, Academic Department, 1913; Summer Term, East Tennessee State Normal School, 1913, 1915, 1916; primary teacher, Erwin public

schools, 1913-17; primary teacher Barbourville (Kentucky), 1917-18; present position since 1918.

KATE CALDONA PITTS.....**History and Civics**

B. A., Piedmont College, 1904; Student at Peabody College for Teachers, 1907-8; Graduate student at University of Georgia, summers of 1913-14-15-16-17; Georgia Professional Secondary Certificate, 1914; Teacher in Public Schools of Georgia, 1904-1907; Teacher Cornelia High School, 1908-11; Teacher Bristol High School, 1911-12; Teacher Cornelia High School, 1912-14; Principal Lavonia High School, 1915-16; Toccoa High School, 1916-18; Principal Tifton High School, 1918-19; present position since 1919.

EDNA COX.....**Home Economics**

Graduate Gate City (Virginia) High School; Diploma, East Radford State Normal School, 1915; Supervising Teacher, East Radford (Virginia), 1915; B. S., George Peabody College, 1918; M. A., George Peabody College, 1919; seven years in graded schools of Scott County, Virginia; Home Economics, Elk Creek Training School, 1915-16; Home Economics Extension Work, East Radford (Virginia), 1916-17; present position since 1919.

LILLIAN FIELD.....**Critic Teacher**

Graduate Hickory (N. C.) High School, 1907; Student Normal and Industrial College for Women, Greensboro, (N. C.), 1907-11; Grade teacher, Wilson (N. C.), 1911-14; Grade teacher, Hickory (N. C.), 1914-19; present position since 1919.

JAMES KARL LUCK.....**Agriculture. Coach**

Certificate Georgia Military Academy, 1910; B. S. A., University of Tennessee, 1918; 2nd Lt. Field Artillery, Camp Zachary Taylor, 1918; Agricultural Demonstration Agent, Covington, Georgia, 1918-22; present position since 1922.

A. VERNON McFEE.....**Psychology and Education**

Graduate Knoxville High School, 1902; Student University of Tennessee, 1905-6; Graduate of the College of Music, Cincinnati, 1915; Special Course in Public School Music with Mr. A. G. Gantvoort; Studied voice under Signor Lino Mattioli, 1912-15; Professor of voice, Lincoln Memorial University, 1916-20; present position since 1920.

FRANK FIELD.....**Psychology and Education**

B. A., Waynesburg College (Pa.), 1904; Student West Virginia University, 1904-5; M. A., Columbia University, 1913; Special diploma in Educational Administration, Teachers College, 1913; Teacher in Rural Schools (Pa.), 1906-8; Principal Richhill High School (Pa.), 1908-12; Head of department of Education, Southwestern State Normal School

(Pa.), 1913-19; Vice-President Southwestern State Normal, 1916-19; Professor of Psychology and Education, Lenoir College (N. C.), 1919-20; present position since 1920.

WILLIS BEELER BIBLE-----**English Language**

Preparatory department, Carson and Newman College, 1906-7; B. A., Carson and Newman College, 1911; Graduate student, University of Chicago, 1911-12; Graduate student, Harvard University, 1915; M. A., Carson and Newman College, 1916; Teacher of English and History, Savannah (Tenn.) Institute, 1912-13; Teacher of English and History, Allen Academy (Bryan, Tex.), 1913-14; Assistant Professor of English, Furman University, 1914-15; Associate Professor of English, Furman University, 1915-20; present position since 1920.

RUTH ROGAN McCLELLAN-----**Reading and Expression**

B. A., Virginia Intermont College, 1917; Student Agnes Scott College, 1917-18; Graduate Leland Powers School of the Spoken Word, 1920; present position since 1921.

HELEN MAUDE LACY-----**Modern Languages**

Graduate Elizabethton High School, 1917; Diploma East Tennessee State Normal School, 1919, and 1921; B. S., George Peabody College for Teachers, 1922; Teacher of Languages, Copperhill High School, 1919-21; present position since 1922.

ANNE ELIZABETH HUDDLE-----**Physical Training**

Diploma East Tennessee State Normal School, 1919; B. S., George Peabody College for Teachers, 1922; Teacher of English and French and Coach in Basketball, Cocke County High School, 1919-20; Teacher of English and Spanish and Girls' Physical Director, Johnson City High School, 1921-23; present position since 1923.

THOMAS COLEMAN CARSON-----**Mathematics**

Certificate Fork Union Military Academy, 1908; B. A., Furman University, 1912; Summer School, University of Virginia, 1913; Teacher of Science, Fork Union Military Academy, 1912-15; Principal Riverside High School (Chilhowie, Va.), 1915-16; Supervisor in Federal Dye and Chemical Company, 1916-17; Supervisor in Miller and Buchanan Chemical Company, 1919-21; Teacher of Biology in Johnson City High School, 1921-23; present position since 1923.

HORACE B. HUDDLE-----**Science**

B. A., Ogden College (Ky.), 1918; B. S., Georgetown College, 1919; Life Certificate, Kentucky State Normal School, 1920; M. S., University of Illinois, 1922; Instructor in Science, Ogden College; Instructor in Science, Leroy High School (Ill.), 1922-23; present position since 1923.

GERTRUDE STAFFORD BOREN-----**Principal Practice School**

Graduate Vineland (N. J.) High School, 1908; Graduate Normal

School, University of Porto Rico, 1915; Student Columbia University, summers 1914-16; Teacher in Vineland public schools, 1909-12; Rio Piedras, P. R., 1912-14; Critic Teacher Normal School, University of Porto Rico, 1914-16; Demonstration Teacher, Youngstown (Ohio) Teachers' Training School, 1916-19; Social work for Y. W. C. A., 1919-20; present position since 1920.

CECILIA H. BASON-----Primary Methods

Graduate Burlington (N. C.) High School; B. A., Flora Macdonald College (N. C.); Graduate of Teachers College, Columbia University; Graduate student Teachers College, summer 1920; Teacher of Primary and Second Grade Work, Burlington, N. C.; present position since 1922.

JULIA PARVIN-----Critic Teacher

Student Preparatory Department Carson and Newman College, 1897-98; Student East Tennessee State Normal School, 1917-21; Diploma East Tennessee State Normal School 1921; Teacher public schools Hawkins County, 1898-1910, 1912-13; Teacher Preparatory department Rogersville Synodical College, 1911-12; present position since 1921.

MARGARET TENNIE ROSS-----Critic Teacher

Maryville College, 1914-18; Diploma East Tennessee State Normal School, 1920; Teachers College, Columbia University, summer 1923; Teacher in Polk County High School, 1920-21; Teacher in city schools of Alcoa, 1921-22; present position since 1922.

FRANCES IONE MATHES-----Piano and Harmony

Washington College, 1896-9; Student Summer School of the South, 1904; Special student, Maryville College, 1906-7; College of Music, Cincinnati, 1900-1; Certificate, Piano and Theory department, Cincinnati Conservatory of Music, 1913; Student Cincinnati Conservatory, summers 1910-1911-1912-1913; Student in Piano and Methods, Teachers College, summer 1915; Teacher of Piano, Washington College, 1901-4; Teacher of Piano in Maryville, 1905-13; present position since 1913.

WILLIAM L. PRINCE-----Bursar

OLIVE TAYLOR-----Librarian

LORA E. YOUNG-----Secretary

ELIZABETH W. SLACK-----Matron Women's Dormitory

MRS. JUDSON McFEE-----Matron Men's Dormitory

HELENA B. TIRRELL-----Manager Cafeteria

Wm. F. BAUM-----Superintendent of Buildings

WILL H. CARRIGER-----Head Janitor

ROBERT McNEIL-----Engineer

MADISON LAWS-----Watchman

WM. H. KEENE-----Farm Foreman

COMMITTEES OF THE FACULTY

Note—The President is ex officio a member of each committee.
Alumni: Mathes, Rogers, Smith.

Appointments and Employment: Field, Boren, Bible, Mathes.

Athletics: Burleson, Luck, A. Huddle, Carson.

Buildings and Grounds: Wilson, Luck, Tirrell, Slack, J. McFee.

Entrance and Promotion: Burleson, Yoakley, Pitts, Field, Boren.

Library and History: Taylor, Pitts, Lacy, Parvin.

Music and Lectures: Rogers, McFee, H. Huddle, F. Mathes.

Records and Reports: Rogers, Field, Bason, Lacy, Ross.

Sanitation and Decoration: Slocumb, Wilson, Cox, Earnest.

School Exhibits: Wilson, Slocumb, Cox, Ross.

Social Life: Pitts, Rogers, Slack, J. McFee.

Students' Homes: Rogers, A. Huddle, Smith, Carson, L. Field.

Student Organizations: McFee, Yoakley, Pitts, H. Huddle, McSpadden.

Student Aid: Wilson, McFee, Luck, Yoakley.

Supply Room: Bible, Prince, Boren.

ESTABLISHMENT

The State Normal Schools—one each in East, Middle, and West Tennessee and an industrial Normal School for negroes—were authorized by Chapter 264, of the Acts of 1909, popularly known as “The General Educational Bill.” This Bill, as amended by Chapter 23, of the Acts of 1913, set aside thirty-three and one-third per cent of the gross revenue of the State for public educational purposes, of which thirteen per cent was for the maintenance of the State Normal Schools. This law was further amended by Chapter 118, of the Acts of 1921, which distributed four and one-half per cent to each of the three State Normal Schools for white teachers, and two and three-fourths per cent to the Industrial Normal School for negroes.

Under the law creating the State Normal Schools, counties and municipalities were authorized to issue bonds to encourage the establishment of these institutions. To secure the location of the school Washington county appropriated \$75,000 in bonds; Johnson City gave \$75,000 in bonds, free lights and free water, and provided granolithic walks to the school grounds; Honorable George L. Carter donated a valuable site of one hundred and twenty acres, worth \$60,000, and later built asphalt streets to the school grounds; and the Johnson City Traction company extended its lines to the site of the school.

The East Tennessee State Normal School was first opened to students October 2, 1911, and the buildings were dedicated, with appropriate exercises, on October 10, 1911.

MANAGEMENT

The general control and management of the State Normal Schools are vested in the State Board of Education. This Board, under the authority granted by law, elects the presidents and members of the faculties, fixes their tenure, approves the course of study, and directs the expenditure of all funds appropriated to the Normal Schools.

THE PURPOSE OF THE SCHOOL

The General Educational Law of 1909, which created the East Tennessee State Normal School, clearly defined the purpose of its establishment. This was declared to be “for the education and professional training of teachers for the schools of the State.”

It is a special school—a professional school for the education and training of teachers.

It attempts to confer on those who attend it that education, discipline, training, and skill which will best prepare them for teaching in the public schools of Tennessee.

It is with this purpose in view that the selection of its teachers is made and the courses of study are arranged, that libraries and laboratories are equipped, and that the Observation and Practice School is conducted.

No pupil is admitted who does not come for the one purpose of preparing to teach, and students who enter shall "first sign a pledge to teach in the public or private schools of the state of Tennessee, within the next six years after leaving the school, at least as long as they have attended said school."

In the preparation for teaching three general principles are recognized as essential: (1) Thorough scholarship; (2) the study of education as a science; (3) practice in teaching under expert supervision. These principles are fundamental and guide in all that relates to the work of the Normal School.

TERMS OF ADMISSION

STATUTORY PROVISIONS

Under the provisions of the law establishing the State Normal School, all white males or females resident in the State of Tennessee and not under sixteen years of age are eligible for membership, provided they shall pledge themselves to teach in the schools of the State, within six years after leaving the school, for as long a time as they have attended the school.

HEALTH

No applicant will be admitted who cannot furnish evidence of being physically sound, free from contagious or infectious disease, and from chronic defects that would prevent satisfactory work as a student or militate against success as a teacher.

CHARACTER

Every applicant for admission must present a certificate of good moral character, signed by a responsible person. The State is under obligation for the professional training of no person who is not qualified to exert a wholesome spiritual influence upon the lives of children.

FEES

Tuition is entirely free to all students resident in Tennessee. Students not resident in Tennessee are required to pay a tuition fee of fifteen dollars for each quarter. A registration fee of three dollars and a student-activity fee of two dollars for each quarter are payable by all students, and must be paid before matriculation. Small fees in laboratory courses are charged for materials and breakage.

SCHOLASTIC REQUIREMENTS

For admission to the Academic Course the applicant must have completed **two years of high-school work**. Teachers over 21 years of age who have not done two years of high-school work may be admitted.

Candidates for admission should write for an application blank, which will provide for a complete statement of all work done elsewhere. All work thus credited is accepted **conditionally**, and the credit given will be cancelled if the student is found unable to do proficient work in the subjects to which he is admitted. When certification cannot be secured the committee will use its own judgment and may either accept conditionally the statement of the applicant or require an entrance examination.

Graduates of a two-year high-school course will be admitted to the Third Year of the Academic Course, but may be required to make up conditions in the sub-Third Year in such subjects in the Second Year as they may not have completed in a satisfactory manner. On the same terms, graduates of a three-year course will be admitted to the Fourth Year, and graduates of a four-year course will be admitted to the Certificate Course or the Junior Year of the Diploma Course.

The minimum time necessary for graduation from either the Certificate or the Diploma Course will be three quarters, or nine months.

BUILDINGS AND EQUIPMENT

The buildings include a main, or academic building, dormitories for men and women, the dining-hall, including the kitchen and laundry, a model school-building, the heating plant, a residence for the President, a summer dining room, a gymnasium, a library, a manual arts building, a tenant house, and a combination stock barn.

Main Building—In the main building are the offices, laboratories, recitation rooms, library, society halls, and auditorium—in all about forty rooms.

The class-rooms are furnished with modern desks and recitation seats, and the laboratories are fully equipped with all needed apparatus and supplies. The Manual Training and Home Economics rooms are equipped with the most modern equipment.

Women's Dormitory—The women's dormitory contains two double parlors, twelve study-rooms, twelve bath rooms, and forty-four large bed-rooms with closets. Each room is furnished with shades, rugs, dresser, table, chairs, iron bedsteads, springs, and mattresses. All windows and doors are screened.



Administration Building

Women's Dormitory



Men's Dormitory

Gymnasium



Buildings of the East Tennessee State Normal

Cafeteria—The kitchen and cafeteria are in a building ninety by one hundred and ten feet, and one story and basement in height. The dining-room is fifty by ninety feet, with windows on four sides, and is ample for 750 boarders. The kitchen and dining-room are supplied with modern equipment, and are sanitary in every way.

Practice School Building—This school-building, first occupied in 1915, was planned as a type for consolidated schools. It contains cooking and sewing room, class-rooms, reading room, office, auditorium, and cafeteria. In each class-room are cloak, lunch and teachers' closets, and a book-case. The auditorium, which will seat three hundred, has stage, dressing-rooms, and foot-lights. The heating, lighting and ventilation of the building are perfect.

Tenant House—A cottage of five rooms, supplied with electric lights and water, was completed in 1919 by the Manual Training department for the use of the farm foreman.

NEW BUILDINGS

Three new buildings costing \$150,000 were erected and occupied in 1922. They have greatly enlarged the facilities of the School and are contributing to its usefulness. The funds for the new buildings were provided by a bond issue authorized by the General Assembly of the state.

Men's Dormitory—This building, of fire-proof construction, contains fifty double bed-rooms with closets, society hall, reception room, bath rooms, trunk-rooms, and servants' quarters. Each bed-room is supplied with window shades, bedsteads, springs, mattresses, dresser, table, and chairs. The building is heated with steam, lighted by electricity, and supplied with hot and cold water.

Gymnasium—This is a brick, concrete, and steel building, modern in its planning and perfectly lighted and ventilated. Its playing court is 50x70 feet, and its galleries will seat 1,000. It contains apparatus room, director's room, and has ample dressing rooms and lockers for men and women.

Library—This building contains a general reading and reference room 30x100 feet, stack room for 10,000 volumes, assembly and class rooms, and has perfect lighting and ventilation. Its architecture is attractive and the building is of concrete, stone, and brick construction.

Industrial Arts Building—The old cafeteria has been remodeled and converted into an Industrial Arts building. It is 100 feet long and 40 feet wide, with brick veneer walls and asbestos shingle roof. It con-

tains machinery, mechanical drawing, lecture, and supply rooms. It has more than doubled the floor space formerly used by the Manual Training department.

Other Additions—The rooms in the main building formerly used for library, gymnasium, and manual training have been converted into class rooms and science laboratories. Enlarged facilities have thus been provided for the work in Biology, Agriculture, and Chemistry. Additional equipment and apparatus have been supplied and these important departments are being made modern in every way.

Grounds—All these buildings, together with the residence, are located on a commanding site, comprising a hundred and twenty acres, and donated by Hon. George L. Carter, whose splendid generosity means so much to the young men and women of Tennessee. The grounds are ample for the growth of the school for all time.

CAMPUS

Much attention is being given to the beautifying of the grounds and parks, which by their natural attractiveness offer exceptional opportunity for artistic landscape gardening. More than thirty-five hundred trees and shrubs contribute much to the natural beauty of the grounds. One mile of macadamized roadway has been built, reaching all the buildings and setting off to the best advantage the beauty of the buildings, campus, and park.

ATHLETIC FIELD

During the past year the Athletic Field has received much attention in the matter of grading and leveling. The diamond has been shifted to a point on the field near the new gymnasium. Sand has been added to the surface, backstops erected, and a grandstand is in process of erection. This improvement will give the School one of the best athletic fields in the state.

HEALTH CONDITIONS

The school site of 120 acres has an elevation above sea level ranging from 1,675 to 1,875 feet. At the main building the altitude is 1,710 feet. Only a few miles away are mountains reaching from 2,500 to 4,000 feet. Roan Mountain, towering 6,313 feet high is only twenty-five miles away. The elevation of the school and the proximity of the higher mountains make the climate refreshing and invigorating and give the student and teacher an ideal place for study, recreation, and rest.

The water supply is abundant and pure, coming some twelve miles

in pipes from never-failing free-stone springs in the near-by mountains and having a daily flow of 4,000,000 gallons.

With a desirable elevation, an invigorating atmosphere, a never-failing supply of the purest water, and inspiring views on every hand, it is not surprising that in twelve years, with a total registration of more than 8,000 there have been few cases of serious illness in the school.

CHURCHES

Johnson City has unusual church advantages. Perhaps no town or city in the country has a larger percentage of church and Sunday-school going people or better church equipment. Among the excellent plants are those of the Methodist Episcopal Church, South, the Methodist Episcopal, the Baptist, the Christian, the Presbyterian (U. S. A. & U. S.), the United Brethren, the Episcopal, and the Catholic. Hence, the religious atmosphere of Johnson City is excellent.

The Normal School has always directly co-operated with the various churches. Practically its entire faculty and student body are regular attendants of the various religious services, while most of the faculty are actively identified with church work. The various ministers of the city are often invited during the course of the year to address the students and the entire school is encouraged to take an active part in church work.

SUMMARY OF EXPENSES

TUITION

Tuition is free to students resident in Tennessee. Non-residents pay \$15.00 for each quarter. All pay in addition a registration fee of \$3.00, and a student activity fee of \$2.00 for each quarter. A nominal fee is collected from those who take the laboratory courses to cover breakage and the cost of material, and the actual cost of supplies used in the departments of Industrial Arts is charged to all who take any of the courses in Manual Training or Home Economics.

These fees are as follows: Chemistry, \$2.00 a term; Physics, \$1.00 a term; Sewing, \$1.00 a term; Cooking, \$2.00 a term. These must be paid to the bookkeeper on matriculating in the course.

No library fee is charged, but students who wish to withdraw books from the library are required to make a deposit of \$1.00, which is subject to refund.

ROOMS

Furnished rooms in the women's dormitory cost only \$4.00 a month (\$1.00 a week) for each occupant. Where only two occupy one room the cost will be \$1.25 a week each. Furnished rooms in the men's dormitory cost \$1.25 a week for each occupant. Desirable furnished

rooms can be found in convenient parts of town at about \$1.50 a week for each occupant. A committee of the Faculty, of which Prof. C. E. Rogers is Chairman, will give all needed assistance in finding suitable homes for students.

BOARD

Since the opening of the spring quarter, 1922, students have been furnished meals on the cafeteria plan, at a cost ranging from \$2.50 to \$3.50 a week. Regular meals are served in the cafeteria at fifteen cents each. The change from the dining-hall to the cafeteria plan has given universal satisfaction.

SUMMARY

The estimated school expenses, lowest and highest, for students for one quarter of twelve weeks are as follows:

Tuition -----	Free	
Registration Fee -----	\$ 3.00	\$ 3.00
Student-activity Fee -----	2.00	2.00
Board in cafeteria -----	30.00	42.00
Lodging -----	12.00	18.00
Books -----	4.00	10.00
<hr/>		
Total -----	\$50.00	\$74.00

INFORMATION FOR STUDENTS

HOME TO COME

Johnson City is on the Knoxville-Bristol division of the Southern Railway, with four trains each way daily; on the Carolina, Clinchfield and Ohio Railway, with four trains daily; and is the terminus of the East Tennessee and Western North Carolina Railway, with two trains daily.

HOW TO REACH THE GROUNDS

On arrival at Johnson City students should come at once to the Normal School and report to the chairman of the Committee on Students' Homes, Prof. C. E. Rogers, or, if lodging has been reserved in the Women's Dormitory, to the Matron, Mrs. Slack.

Come to the Normal School on the street car. Cars pass near the railway stations every thirty minutes, from 5:30 a. m. until 10 p. m. **Do not engage a transfer wagon or dray to deliver trunks or baggage, but deliver your check to Professor Rogers, or the Matron, who will have your baggage sent to your room if in the city or dormitory at a cost not exceeding thirty-five cents for each piece, or if outside the city at a cost of fifty cents.**

Young women to the number of one hundred and sixteen may secure rooms in the Dormitory by writing to the President. Those who apply too late to secure dormitory rooms may have rooms secured in the city at the most reasonable rates possible. A list of excellent rooms and boarding places for men and women has been made, and a committee will be found ready to assist in making a suitable selection.

WHAT TO BRING

A list of the furnishings in the dormitories will be found on pages 16 and 17 of this bulletin. Students should bring in addition the following articles: pillow, pillow-cases, sheets, blankets, comfort, bed spread, towels, and other necessary toilet articles. Men and women lodging in homes secure furnished rooms, unless otherwise notified.

HOW TO MATRICULATE

First, go to the office of the Dean and fill out a registration card. Assignments of studies for the term will then be made by the Committee on Entrance and Promotion. Second, pay to the Bookkeeper all fees due, and secure his receipt. Third, secure the signature of the President to the matriculation card made out by the Committee on Entrance. Fourth, secure all needed text-books from the supply room in the main building.

OFFICERS OF SCHOOL ORGANIZATIONS

Faculty Women's Club:

Miss Yoakley, President; Miss Cox, Secretary.

United Student Body:

Kermit R. Quillen, President; Maude Gentry, Secretary.

Dramatic Club:

Evelyn Monger, President; Sibyl Cloyd, Secretary.

Girls' Glee Club:

Helen Claire Lusk, President; Elizabeth Goode, Secretary.

Men's Glee Club:

Robert L. Stapleton, Jr., President; Wagner Newberry, Secretary.

Pestalozzian Literary Society:

Claude M. Mitchell, President; Paris W. Massengill, Secretary.

Pi Sigma Literary Society:

Maude Gentry, President; Zelma Lee Burke, Secretary.

Sapphonian Literary Society:

Nellie Kirklen, President; Barsha Taylor, Secretary.

Normal Beautiful Club:

Fay Rimmer, President; Sibyl Cloyd, Secretary.

Sonata Club:

Ruby Sharpe, President; Frances Goans, Secretary.

Hiking Club:

Glenna Cloyd, President.

Middle Year Class:

Wagner Newberry, President; Gordon Grubbs, Secretary.

Senior Class:

Kermit R. Quillen, President; Evelyn Monger, Secretary.

Junior Class:

Martha Airheart, President; Cynthia Taylor, Secretary.

Certificate Class:

Gladys Pitts, President; Mabel Jones, Secretary.

Four Year Class:

Ralph Hensley, President; Margaret Lusk, Secretary.

Third Year Class:

Grace Muse, President; Ruth Vines, Secretary.

El Club Espanol:

Senorita McNeil, President; Secretary-Treasurer, Senorita Buck.

Four Square League of America:

Oscar K. Shell, President; Frank J. Alexander, Secretary.

Correct English Club:

Mary Gordon Anderson, President; Flossie Smith, Secretary.

MISCELLANEOUS INFORMATION

LITERARY SOCIETIES

Two literary societies were organized during the year 1911-12: the Pestalozzian by the young men, and the Sapphonian by the young women. During the Spring Term of the year 1912-13 another society was organized by the young women, which was reorganized as the Pi Sigma Society in 1916-17.

The young men's society has a beautiful hall in the men's dormitory. The young women's societies have a hall in the basement of the Library.

All the societies hold weekly meetings and have been important factors in the life of the school.

THE FACULTY WOMEN'S CLUB

The Faculty Women's Club is composed of the women of the faculty and the wives of the men of the faculty.

Its aim is to encourage the social activities of the school, to look after the health and happiness of the students and to render any service possible to the school.

It belongs to the Tennessee Federation of Women's Clubs and is interested in many civic and other activities. It has been especially interested in Mountain Settlement work this year, joining the other Johnson City clubs in work and contributions for this cause. It has also contributed to many other causes of general interest.

DRAMATIC CLUB

The Dramatic Club was organized in 1921 and has been a valuable addition to the literary and artistic development of its members. This year the club has given five one-act plays at its regular meetings. Some of these plays have been rendered publicly in the auditorium and repeated by request at the National Sanatorium. The morality play, "Everywoman," by Walter Browne, was presented on April 16.

GLEE CLUBS .

The Music Department of the school has always been prominent in students' activities. One of the outstanding features of this department is the Glee Club work.

Heretofore both the men's and the women's clubs have studied and presented two special numbers each year. This year, however, on account of the illness of some of the principals, it was found necessary to concentrate on one number. The comic opera "Pinafore" was presented by the clubs jointly on the evening of May 28. The glee clubs are under the supervision of Professor McFee as director and Mrs. McFee as pianist.

EL CLUB ESPANOL

The Spanish Club was organized in the fall term, 1922. It is composed of the first and second-year Spanish classes. Each term a chapel program and a Spanish party are given. The officers for the spring term were as follows: President, Elizabeth McNeil; Vice-President, Ralph Hensley; Secretary, Rosalie Buck.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Among the organizations standing for high ideals of service none are doing better work than the Young Women's Christian Association. To the girls away from the influence of a Christian home, to the sometimes thoughtless girls, and to those who are already interested in constructive work, it gives opportunity for development through its semi-weekly meetings, which are business, social, and religious in character.

The Association provides a small library, supplies, magazines, and other reading matter for the reading-room in the dormitory, and provides simple home remedies without cost to the girls of the dormitory.

YOUNG MEN'S CHRISTIAN ASSOCIATION

This organization has been one of the strongest agencies for promoting moral and spiritual standards of the highest type among the young men of the school. Bible courses, devotional services, and social recreation constitute a part of the work of the Association. Splendid opportunities are offered for the development of leadership.

A faculty committee co-operates with the students in formulating plans and carrying on the work of the Association.

THE GROVER CLEVELAND MEDAL CONTEST

For a number of years a medal known as "The Grover Cleveland Medal" has been awarded. The medal is provided by a fund of \$500 set aside by the will of the late Hon. Albert H. Tipton, of Elizabethton, for the encouragement of a study and discussion of patriotic subjects by the boys and girls of Tennessee. Each county of East Tennessee is eligible to enter the contest and to send one representative, who must be a high-school student of the current year. This contest is held annually during the Conference of Superintendents in June.

OBSERVATION AND PRACTICE SCHOOL

As a laboratory of the Department of Methods a Training School consisting of eight grades is maintained. Courses in Observation, Demonstration, and Practice Teaching are given.

The purpose of this school is to demonstrate the methods taught and give opportunity to put theory into actual practice.

As a prerequisite to practical teaching a course in directed observation is required. This is under the personal direction of the head of the Methods Department.

All practice teaching is carefully supervised and is done under the supervisors of grades and heads of departments. Every effort is made to inspire the student-teachers with the fine professional spirit and equip them with the best methods which have been found practicable through successful experience.

A juvenile library of more than three hundred volumes and various magazines has been provided for the use of the pupils and teachers. Additions are made from year to year, thus furnishing the child the books that he cares most for. To further promote the love of good reading story hours are conducted regularly in each grade.

A Parent-Teachers' Association is very active in its efforts to assist in improving the school, and making it a community center. Meetings have been held on Mondays, and in every project the school has received splendid encouragement and assistance. This organization is particularly interested in public health, playground equipment, and the library.

PUBLICATIONS

The official publication of the school is The East Tennessee State Normal School Bulletin, published bi-monthly. During the current year the following numbers have been issued:

VOL. XII, No. 1—Annual Catalog, 1921-22.

VOL. XII, No. 2—Conference of Superintendents; Catalog of Graduates and Students.

VOL. XII, No. 3—Announcement of Winter and Spring Quarters.

VOL. XII, No. 4—Report on Uniform Grading.

VOL. XII, No. 5—Summer Quarter Number.

VOL. XII, No. 6—Announcement Summer Quarter.

The Senior Class, 1923, published the Annual, "Old Hickory," No. 5, a book of 150 pages.

THE LIBRARY

The library consists of more than 3,500 well selected books.

Since the new building has been occupied, the usefulness of the library to the school has been greatly increased. The new reading room is one of the most popular resorts on the campus.

The Dewey system of classification is used. A good supply of pamphlets and bulletins, also magazines and daily newspapers, has been carefully selected to meet the actual needs of the students.

It is the purpose of the library to supplement the work of every department and every possible aid is given to students in the use of reference material. Reference shelves, supplied with the latest and best material, are provided for the use of debaters, literary societies, and others.

All students are invited to use the library, a deposit of one dollar, which is subject to refund, being required only when books are withdrawn from the library.

PUBLICITY

Through the splendid co-operation of the Tennessee daily and weekly newspapers the work of the State Normal School has been brought to the attention of the people of East Tennessee in a most helpful and effective way. The bulletins of the school are sent regularly to all county superintendents, members of boards of education, and teachers. The extension work done by the members of the faculty in almost every county has brought to the notice of the people the aims and purposes of the school.

The Conference of East Tennessee County Superintendents, at its meeting in June, 1915, adopted the Bulletin of the school as its official publication.

UNITED STUDENT BODY

In the Fall Term of 1916-17 the student body organized itself into a Student Activity Association for the purpose of giving direction and support to the various activities of the school. This association, which includes the entire membership of the school, collects from each student a fee of two dollars a quarter. The funds thus collected go to the support of a lyceum course, the student magazine, and the several forms of athletics, and are distributed as follows:

Football, 20 per cent.; basketball, 22 per cent.; baseball, 17 per cent.; lyceum, 15 per cent.; publications, 15 per cent.; tennis, 7 per cent.; track, 2 per cent.; incidentals, 2 per cent.

ATHLETICS

The athletics of the school are directed by a faculty committee and by the physical directors for men and women. Under the efficient coaching of Professor Luck and Miss Williams, the teams in football, basketball, and baseball had successful seasons the past year. Good work was done also in track athletics and tennis. It is the policy of the school to cultivate athletics not primarily with a view to developing winning teams in inter-collegiate events, but to stimulate interest in physical training for every student and to prepare teachers to give intelligent physical culture in both elementary and high schools.

The football schedule for the coming season has been completed, and the school will meet some of the strongest college teams in this part of the state.

The Normal School is now a member of the East Tennessee Athletic League, a conference of eight of the most important colleges in this section. Rapid strides are being made both in organization and development of all branches of competitive athletics in the school. A basketball tournament was conducted for the high schools in this section and the event was successful even beyond the expectation of its organizers. It is planned to make this an annual event in the school year.

FARM AND GARDEN

The school garden and farm are the outdoor laboratories for the Agricultural Department. Here the student is given individual plots to manage and to make practical application of the science of farming. Studies in fertilizing, tillage, methods, rotation, and succession of crops are in progress throughout the year.

DISCIPLINE

The management of the school has been an easy problem to work out. The class of students that come to us have a definite purpose and understand that the profession for which they are preparing has high standards and ideals. They conform to these regulations of their own volition, and in only a very few instances has it been necessary for any member of the faculty to confer with any student relative to improper conduct.

SCHOOL RECORDS

A complete and accurate system of school records is kept. These show every important fact related to the student's connection with the school from the day of his entrance to the time of his leaving, and provide for a record of his work after graduation. Students desiring the official record of their work should write to the Registrar, Professor C. E. Rogers, enclosing the fee, \$1.00.

FACULTY MEETINGS

At the meetings of the faculty reports of committees are made and individual reports submitted. Most of the time at faculty meetings is devoted to discussion of the larger and more vital problems of education, with especial reference to East Tennessee and the work of the State Normal School.

SUMMER QUARTER

The summer quarter of ten weeks is a very important and helpful feature of the work of the State Normal School, and the attendance indicates that it meets a real need of teachers. The summer quarter gives opportunity:

1. **To teachers** for adding to their scholarship and improving their professional training by taking regular or review courses,

2. **To ambitious students** for earning additional credits on regular courses, thus shortening the time required for certification.

3. **To students who have failed** to do satisfactorily the work in any term to continue their studies and overcome their deficiencies.

In addition to the regular members of the faculty, additional teachers are employed, specialists in their work. It is planned for 1923 to employ a larger number of additional teachers than ever before and gradually to enrich the courses offered.

A special bulletin is published in April giving full information as to the work of the summer quarter, including a detailed description of all the courses offered.

TEACHERS NEEDED

In many counties in East Tennessee there are not enough qualified teachers for the positions to be filled.

The State Normal School offers opportunity for preferment in the teaching profession. It invites those who expect to become teachers to attend its sessions and take courses and it urges teachers now holding certificates to better qualify themselves for higher positions.

Teachers of ability no longer have to seek positions in Tennessee, but are sought by superintendents and boards of education.

TEACHER PLACEMENT

The Normal School is not a teachers' agency, and it does not guarantee positions to its graduates or undergraduates. It is, however, a convenient clearing house in which superintendents and boards may be put in touch with those who have received, wholly or in part, the training offered by the School. The growing favor with which its efforts in this respect are being received is evidence of the wisdom of the policy adopted.

Superintendents and boards of education will be assisted in finding efficient teachers for schools as far as their demands can be met. Graduates and others who have had professional training will be recommended for desirable positions, and school boards desiring to employ the best teachers, whether graduates or undergraduates of the School, as well as others desiring positions, should write to Professor Frank Field, Chairman of the Committee on Appointments and Employment.

A demand of the people of Tennessee is for better public-school teachers. With an increase in school revenues in recent years this demand has become imperative, and with it has come the demand for better school-houses and equipment and modern courses of study. The Normal School stands for these larger and better things and will assist in the preparation of teachers for more complete service, so that the life and activity of our people may be made richer, fuller, and more productive.

COLLEGE GRADUATES

The State Normal School offers opportunity to graduates of colleges to do the professional work required for teachers' permanent high-school license. Such graduates by spending one year in the Normal School may work out sufficient professional courses to entitle them to a permanent first-grade high-school license without further examination.

BOARDS OF EDUCATION

In order better to meet the growing demand made upon the School by county and city boards of education, for personal interviews with teachers and prospective teachers attending the spring and summer quarters, the School is this year making special plans whereby members of boards and superintendents may arrange for such interviews through the Committee on Appointments and Employment.

In this connection we urge upon superintendents and boards the great importance of beginning in the spring quarter to engage teachers for the coming year. The list of teachers whom the School can recommend is limited, and the demand for teachers with professional training is more insistent than ever before. Consequently those who postpone the selection of teachers until midsummer cannot expect to secure efficient teachers as easily as those who make their selection earlier.

CO-OPERATION

The heartiest co-operation of county superintendents and school boards is essential if the Normal School is to do the largest good for the public schools of the state. This co-operation can be made effective by urging the attendance of teachers and young men and young women who expect to become teachers, and by the promise of preference, in

employment and better salaries, to those who prepare themselves for better work by attending the State Normal School. This co-operation is earnestly invited, and the Normal School in return pledges its best services and support to all public school authorities of the state.

EXTENSION WORK

Believing that a State Normal School can do a most effective type of extension work in several counties at sessions of the county court, school rallies, teachers' meetings, agricultural meetings, good-roads meetings, school commencements, etc., it has been the policy of the State Normal School to attend such meetings, and during the year nearly all of the East Tennessee counties have been visited once or more by the President, Dean, or some other member of the faculty. In this way the Normal School co-operates with all movements for improving the life of our people.

The Normal School, through its faculty, is desirous of giving assistance in every way possible in all efforts looking to better school facilities, better teaching, and better living conditions throughout its territory—the thirty-four counties in East Tennessee. While the school may not be able to respond to all of the calls made upon it for help, it will, in every case possible, render assistance in the following ways:

I. To County Courts:

1. Addresses in the interest of higher school levies, high-schools, consolidated schools, school-bond issues, longer terms, and larger salaries for better teachers.

II. To Boards of Education:

1. Assistance in securing suitable teachers through the Normal School Committee on Appointments and Employment.

2. Furnishing floor plans for school buildings, and giving estimates of costs of proposed buildings.

III. To Superintendents:

1. Professional help in all questions of school administration.
2. Addresses at school rallies and community meetings.
3. Help in the selection of suitable teachers.
4. Addresses at monthly teachers' meetings.
5. Annual conference at the State Normal School.

IV. To Teachers:

1. Aid in securing desirable positions.
2. Professional help through correspondence.

3. Plans for industrial work in cooking, sewing, school gardens, manual training, etc.

4. Plans for community work, parent-teachers' associations, club work, etc.

COURSES OF STUDY

Courses of study have been prescribed for the State Normal Schools as follows: 1. Academic Course; 2. Certificate Course; and 3. Diploma Course.

1. **Academic Course.** This Course includes the work given in the Third and Fourth Years of first-class high schools. It also gives opportunity for reviews of public-school subjects and includes courses in Agriculture, Manual Training, Cooking, Sewing, Modern Languages, Music, and Drawing.

On the completion of the Academic Course the student is given a high-school certificate, and is admitted, without condition, to the Certificate Course or to the Junior Year of the Diploma Course.

Chapter 130 of the Acts of 1917 provides that no person shall be admitted to the State Normal Schools who has not completed the work of the Second Year in the course outlined by the State Board of Education for the High Schools of Tennessee, except teachers 21 years of age and over, who may be permitted to attend as special students.

While students are advised to complete high-school work, whenever convenient for them to do so, before applying for admission to the Normal School, they are welcomed to the Academic Course if they prefer to do the Third and Fourth Years of the high-school course in the State Normal School, **provided they sign a pledge of intention to teach.**

2. **Certificate Course.** For entrance to the Certificate Course graduation from a first-class high school or from the Academic Course of the State Normal School is required, and for the completion of the course one year's work, or 57 credits, is prescribed.

The Certificate Course includes work in elementary Psychology, School Management and Observation, Public School Music, Drawing, Penmanship, Playground Methods, Principles of Teaching, Special Methods and Observation, and Practice Teaching.

3. **Diploma Course.** For entrance to the Diploma Course graduation from a first-class high school, or from the Academic Course of the State Normal School, is required. For the completion of the Course nine terms' work, or 162 credits, is required. Of the credits required for graduation 73 are prescribed and 89 elective, the prescribed credits being distributed as follows: Education, 39; Science, 8; History, 8; Public School Music, 3; English, 12; and Drawing, 3.

ACADEMIC COURSE

FIRST AND SECOND YEARS

To be completed in high school and required for entrance to the State Normal Schools, as provided by Chapter 130, Acts of 1917.

SUB-THIRD YEAR

PREScribed—	QUARTERS	CREDITS
Composition-Rhetoric (Eng. 21) -----	3	12
Algebra (Math. 21) -----	3	12
Physical Geography (Geog. 21) -----	1	4

THIRD YEAR

PREScribed—	QUARTERS	CREDITS
American Literature (Lit. 31) -----	3	9
Plane Geometry (Math. 31) -----	3	12
Biology (Biol. 31) -----	3	12
Medieval and Modern History (Hist. 31) -----	3	12
	—	—
Prescribed Courses -----	12	45

ELECTIVES—

Elementary Sewing (Home Econ. 102) -----	3	9
Elementary Woodwork (Man. Tr. 101) -----	3	6
First Year French (French 101) -----	3	12
First Year Spanish (Span. 102) -----	3	12
United States History, review (Hist. 32) -----	1	3
Arithmetic, review (Math. 32) -----	1	3
	—	—
Required Electives -----		15

FOURTH YEAR

PREScribed—	QUARTERS	CREDITS
English Literature (Lit. 41) -----	3	9
Physics and Chemistry (Phys. 41; Chem. 41) --	3	9
Physiology and Hygiene (Biol. 41) -----	1	5
	—	—
Prescribed Courses -----	10	35
ELECTIVES—		
Any Third-Year Elective.		
Elementary Cooking (Home Econ. 101) -----	3	9
Mechanical Drawing (Man. Tr. 102) -----	2	6
Elementary Agriculture (Agr. 101) -----	3	12
Second Year French (French 201) -----	3	9
Second Year Spanish (Span. 202) -----	3	9
Chemistry and Physics (Chem.; Phys. 41)-----	3	9
Bookkeeping I. -----	1	3
Physiology, review (Biol. 41) -----	1	3
Geography, review (Geog. 41) -----	1	3
Grammar, review (Eng. 41) -----	1	3
Tennessee History, review (Hist. 41) -----	1	3
	—	—
Required Electives -----		25

CERTIFICATE COURSE

PREScribed—	QUARTERS	CREDITS
Elementary Psychology (Ed. 101) -----	1	5
Management and Observation (Ed. 102) -----	1	4
Methods of Teaching (Meth. 101) -----	1	4
Child Study (Ed. 103) -----	1	4
Public School Music (Mus. 101) -----	2	6
Public School Drawing (Draw. 101) -----	2	6
English Composition (Eng. 101) -----	1	4
Physical Education and Health (Phys. Ed. 101)	1	4
Geography and Methods (Geog. 101)-----	1	4
History and Methods (Hist. 103) -----	1	4
Penmanship (Pen. 41) -----	1	2
Primary or Grammar Grade Methods (Meth.		
102 or 103) -----	1	5
Practice Teaching (Meth. 104) -----	1	5
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Prescribed Courses -----	15	57

DIPLOMA COURSE

JUNIOR YEAR

PREScribed—	QUARTERS	CREDITS
Elementary Psychology (Ed. 101) -----	1	5
Management and Observation (Ed. 102) -----	1	4
Child Study (Ed. 103) -----	1	4
Public School Music (Mus. 101) -----	1	3
Public School Drawing (Draw. 101) -----	1	3
English Composition (Eng. 101) -----	3	12
Geography (Geog. 102) -----	1	4
American History (Hist. 101) -----	2	8
	—	—
Prescribed Courses -----	11	43
ELECTIVES—		
American Literature (Lit. 101) -----	3	9
Solid Geometry (Math. 101) -----	1	5
College Algebra (Math. 102) -----	8	8
Physics (Phys. 101) -----	3	9
Chemistry (Chem. 101) -----	3	9
Ancient History (Hist. 102) -----	1	4
Medieval and Modern History (Hist. 102) -----	2	8
Elementary Cooking (Home Econ. 101) -----	3	9
Elementary Sewing (Home Econ. 102) -----	3	9
Elementary Woodwork (Man. Tr. 101) -----	3	6
Mechanical Drawing (Man. Tr. 102) -----	3	9
Modern Languages (French 101, or Span. 102)	3	12
Public School Music (Mus. 101) -----	2	6
Public School Drawing (Draw. 101) -----	2	6
Library Methods (Meth. 105) -----	1	3
Latin -----	3	9
	—	—
Required Electives -----		11

EAST TENNESSEE STATE NORMAL SCHOOL

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MIDDLE YEAR

PRESCRIBED—	QUARTERS	CREDITS
Educational Psychology (Ed. 201) -----	1	5
Principles of Teaching (Meth. 201) -----	1	4
Practice Teaching (Meth. 202) -----	1	5
School Administration (Ed. 202) -----	1	4
	<hr/>	<hr/>
Prescribed Courses -----	4	18
 ELECTIVES—		
Tests and Measurements (Ed. 203) -----	1	4
Sociology (Ed. 204) -----	2	8
Grammar and Methods (Eng. 201) -----	1	4
Composition and Methods (Eng. 202) -----	1	4
Literature and Methods (Lit. 201) -----	1	4
Teachers' Arithmetic (Math. 203) -----	1	4
Methods in High School Mathematics (Math. 202) -----	1	4
Plane Trigonometry (Math. 201) -----	1	5
General Biology (Biol. 201) -----	3	12
Constitutional History (Hist. 201) -----	2	8
Methods in History (Hist. 202) -----	1	4
Agriculture (Agr. 202) -----	3	12
Advanced Sewing (Home Econ. 202) -----	3	9
Advanced Cooking (Home Econ. 201) -----	3	9
Advanced Woodwork (Man. Tr. 201) -----	3	9
Modern Languages (French 201, or Span. 202)	3	9
Public School Drawing (Draw. 201) -----	3	9
Public School Music (Mus. 201) -----	3	9
Reading and Expression (Expr. 201) -----	3	9
Latin -----	3	9
	<hr/>	<hr/>
Required Electives -----		36

SENIOR YEAR

PREScribed—	QUARTERS	CREDITS
History of Education (Ed. 301) -----	1	4
School Law (Ed. 302) -----	1	4
School Sanitation (Ed. 303) -----	1	4
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Prescribed Courses -----	3	12
ELECTIVES—		
Secondary Education (Ed. 304) -----	2	8
Rural School Supervision (Ed. 305) -----	1	4
Primary Methods and Teaching (Meth. 202)	2	10
English Literature (Lit. 301) -----	3	9
Surveying (Math. 302) -----	1	5
Analytical Geometry (Math. 301) -----	2	8
Commercial Geography (Geog. 301) -----	1	4
Geology (Geog. 302) -----	2	8
Economics (Hist. 302) -----	2	8
Tennessee History (Hist. 301) -----	1	4
Farm Mechanics (Man. Tr. 301) -----	2	6
Vocational Drawing (Man. Tr. 302) -----	2	6
Methods in Manual Training (Man. Tr. 303) ---	1	4
Agricultural Chemistry (Chem. 302) -----	2	6
Methods in Agriculture (Agr. 301) -----	1	4
Applied Chemistry (Chem. 301) -----	2	6
Household Management (Home Econ. 301)---	2	6
Modern Languages (French 301, or Span. 302)	3	9
	—	—
Required Electives -----		42

EXPLANATION OF COURSES OF STUDY

1. **Entrance.** Graduation from a four-year high school or other school of equal rank is required as a condition for entrance to the Diploma Course. The Normal School advises that, whenever possible to do so, students complete the high-school course before entering the Normal School.

2. **High School Credits.** No work done in a high school or other school of like grade shall be given diploma credit, except on examination conducted by the head of the department in which such credit is asked.

3. **Credits.** The unit of credit is the equivalent of one recitation a week for one quarter. In all special subjects, such as cooking, writing, drawing, industrial arts, and all laboratory work, the "credit" is the equivalent of two recitations a week for one quarter. The minimum number of credits for each regular student is 15 a quarter, and the maximum 18, except by special permission of the President.

4. **Electives.** Students registering in the Diploma Course must select two majors or one major and two minors; that is, elective courses in any of the following departments: English, Mathematics, Science, History, Agriculture, Home Economics, Manual Training, Foreign Languages, Music, Drawing.

5. **Majors.** To satisfy the requirements of a major at least 30 credits must be made in the elective courses given in any department.

6. **Minors.** At least 15 credits must be made in the elective courses given in any department to meet the requirements of a minor.

7. **Graduation.** For the completion of the Certificate Course the student must earn the 57 prescribed credits. For the Middle Year Certificate 108 credits must be made, which shall include the prescribed courses, and two majors of at least 18 credits each, or one major of at least 18 credits and not less than 10 credits each in two minors. For graduation from the Diploma Course the student is required to complete at least 162 credits, which must include all prescribed courses, and to meet fully all major and minor requirements.

8. **Changes of Courses.** Students who have completed the Certificate Course may change to the Middle Year of the Diploma Course with conditions only in Junior majors and minors. No changes of course shall be made after matriculation, except by permission of the Committee on Entrance and Promotion, upon conference with the student and with the instructors whose classes are involved in the proposed changes. After two weeks from date of matriculation no change of course shall be made except by permission of the President.

9. **Examinations.** No credit will be given in any subject except on the passing of examinations and tests, as prescribed by Faculty regulations. No special examination will be given except by authority of the President or Faculty.

10. **Grading and Promotion.** The grades of all students are expressed numerically on the scale of one hundred, in multiples of five, the passing grade in any subject being 65. The grades are determined by the class standing and test records. Students who make an average grade of only 75 or less will be required to earn, before graduation, two additional credits for each quarter in which they receive such grades.

CERTIFICATES AND DIPLOMAS

1. **Certificate Course.** Those who complete the Certificate Course will be given a certificate which shall entitle them to a permanent first-class elementary teachers' license.

2. **Junior Year, Diploma Course.** Those who complete the Junior Year of the Diploma Course will be given a Normal School certificate which shall entitle them to a one-year elementary license.

3. **Middle Year, Diploma Course.** Those who complete the Middle Year of the Diploma Course will be given a Normal School certificate which shall entitle them to a high-school license good in any high school except four-year high schools.

4. **Senior Year, Diploma Course.** Those who complete the Senior Year of the Diploma Course will be given a Normal School diploma which shall entitle them to a permanent first-class high-school teachers' license, good in the departments in which they majored or minored.

SPECIAL CERTIFICATES

Special Certificates in the departments of Agriculture, Manual Training, and Home Economics will be awarded to any graduate of the Diploma Course who completes all the courses offered in such departments. Special certificates in the departments of Vocal Music, Instrumental Music, Public School Music, Drawing, and Expression will be given to any graduate in the Certificate or Diploma Course who has completed the courses offered in such department.

Special Certificates will be given in Reading to all who have completed the Diploma Course, majoring in Literature, and all class-work in Reading offered.

Special Certificates in Expression will be given to those who do six quarters' work, private lessons.

CERTIFICATES AND RENEWALS

Students should bear in mind that the year at the State Normal School is divided into four quarters, and that credits on teachers' license, on renewals of license, and on Normal School Certificates and Diplomas may be worked out by attendance on any quarter or quarters. The same credits may be made during the winter quarter as during the spring or summer. Since attendance during the summer quarter is very large, students who can attend only one quarter are urged to do so during the winter or spring. With a smaller attendance on these quarters a better classification can be made and more satisfactory work done.

TEACHERS' LICENSE

For any quarter the following courses may be taken and credits earned:

REVIEW COURSES. Students may take special and review courses in preparation for the State examination for teachers' license conducted at the State Normal School.

ONE-YEAR LICENSE. Graduates of first-class high schools, by doing satisfactory work in at least three prescribed courses, may earn a one-year elementary license, or have such license renewed.

TWO-YEAR LICENSE. Teachers holding a two-year license, either elementary or high-school, may have such license renewed by attendance on any quarter with satisfactory work in at least three courses.

PERMANENT LICENSE. Teachers holding first-grade license may have such license made permanent on attendance and satisfactory work during any quarter.

NORMAL SCHOOL CREDITS. Credits on all Normal School Certificate and Diploma Courses may be worked out by attendance during any quarter.

STATE EXAMINATIONS

State examinations for teachers' license are conducted at the State Normal School at the close of the fall, winter, and summer quarters. The questions for these examinations are prepared by the State Board of Examiners and the papers of applicants forwarded to the State Commissioner of Education to be graded by the State Grading Committee.

DESCRIPTION OF COURSES

DEPARTMENT OF AGRICULTURE

PROFESSOR LUCK

101. Elementary Agriculture. 12 credits.

(a) A study of the physical properties of the soil and of commercial fertilizers. Text, Whitson and Walster's Soils and Soil Fertility.

(b) A practical study of the most common field crops of the State and of crop rotation. Text, Duggar's Southern Field Crops.

(c) This course will include the use of glass in growing vegetables for home use and for the market, and the spraying and care of orchards. Text, Watt's Vegetable Gardening.

202. Animal Husbandry. 9 credits.

(a) A study of the physical make-up of all farm animals. Text, Vaughan's Stock Judging.

(b) Feeding Farm Animals. Text, Henry and Morrison's Feeds and Feeding.

(c) General problems in dairying, including care and marketing of milk, butter-making and milk-testing. Text, Eckle's Dairy Farming.

301. Methods of Teaching Agriculture. 3 credits.

Practical methods of teaching agriculture in the public schools is presented. The use of text-books, laboratory work, field demonstrations, correlations, agricultural clubs; community fairs; the use of bulletins and papers, and the use of land are the topics considered in this course.

DEPARTMENT OF BIOLOGY

PROFESSOR HUDDLE

31. Elementary Biology. Text, Bailey and Coleman's First Course in Biology. 12 credits.

The course is designed to give a general idea of the principles which underlie the world of life, and should prove to be a good foundation for the teaching of nature study. Numerous laboratory exercises and field trips.

(a) Botany. The life processes of plants will receive emphasis, rather than their anatomy. The relations between plants and animals and between plants and man especially, will be given much attention.

(b) Zoology. The treatment of the animal world will be much after the manner employed in that of the plant world.

(c) Human Physiology. Most attention will be directed to the physiological processes of the body. A close relationship will be made between the work of this term and that of the first two terms dealing with plant and animal life. The interdependence of human life, plant life, and animal life will be stressed.

41. Review Physiology. Text, Ritchie's Human Physiology. 3 credits.

For those wishing to take the State teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

201. General Biology. Texts, Bergen and Caldwell's Introduction to Botany; Hegner's Introduction to Zoology, and Hough and Sedgwick's Human Mechanism. Selected references. 12 credits.

This course is intended to prepare the student for teaching elementary biology in the high school.

BOOKKEEPING AND PENMANSHIP

MR. PRINCE

41. Bookkeeping. Text, Bexell and Nichol's Principles of Bookkeeping and Farm Accounts. 3 credits. It is the purpose of this course to prepare teachers to teach elementary bookkeeping. Special attention will be given to home and farm accounts.

41. Penmanship. 1 credit. The purpose of this course is not so much to improve the penmanship of teachers as to give instruction in the most approved methods of teaching writing in the rural schools. Drills in movements and forms of letters, together with discussion of the difficulties to be overcome in teaching writing in the public schools, receive special attention.

DEPARTMENT OF CHEMISTRY

MISS SMITH

41. Elementary Chemistry. Text, McPherson and Henderson's Elementary Study of Chemistry. 9 credits.

(a) This course consists of individual laboratory work, lectures, demonstrations, and quizzes. It includes theoretical chemistry, a study of the elements up to carbon.

(b) This is a continuation of Course (a), beginning with the study of carbon, and continuing through the aluminum group.

(c) This continues Courses (a) and (b). It completes the general study of elements. Much emphasis is laid upon the practical appli-

cations of chemistry to commerce, plants, soils, and to every-day life in general.

101. Analytical Chemistry. Text, Baskerville and Curtman's Qualitative Analysis. 9 credits.

(a) This consists of blowpipe analysis, flame colorations, and elementary mineralogy. In this course general methods of analytical operations are taken up and are of such practical value in the future study of chemistry that whenever possible it is advised that the student of chemistry take up this work after the first year of elementary chemistry.

(b) This is a continuation of Course (a) and impresses upon the student the value of careful and correct observation in scientific work. In this course are given the modern theory of solution, and the principles of chemistry, together with modern, systematic methods for analyzing an unknown substance.

(c) Continuation of (b).

301. Sanitary and Applied Chemistry. Text, Bailey's Sanitary and Applied Chemistry. 6 credits.

(a) This course, as its name suggests, takes up the study of the practical applications of chemistry to home economics. It includes the study of foods from a physiological standpoint. The chemical compositions and properties of carbohydrates, fats, and proteins, the study of milk, sanitation, and dietetics.

(b) This is a continuation of (a). It deals particularly with the study of textiles, dyes, chemical properties of stains and their removal, and a study of water, from both a chemical and a sanitary standpoint.

302. Agricultural Chemistry. Text, Hedges and Bryant's Laboratory Manual. 6 credits.

(a) A course arranged especially for students of agriculture. It takes up a general consideration of the chemical composition, properties, and management of soils. A study of natural and artificial fertilizers.

(b) This is a continuation of course (a). Emphasis is laid upon the biological features of agricultural chemistry. It includes a study of the chemical composition of balanced rations for farm animals, the composition and food value of the different plants, and a study of available plant foods.

DEPARTMENT OF DRAWING

MISS SLOCUMB

101. Public School Drawing. 9 credits.

(a) This course deals with the fundamental principles of art-

structure; first as to line, including spacing, proportion, arrangement; second, as to dark and light; and, third, as to color. Discussions as to the value of teaching art, its relation to every day life, methods of art and teaching.

(b) Primary handwork. Prerequisite, Drawing 101 (a) Required for students taking primary methods.

(c) Principles of perspective, drawing of objects in pencil and crayola. Lettering, posters, advertisements. Required of students taking grammar grade methods.

201. Certificate Course Drawing. 9 credits.

(a) Household Decoration. The principles of the former courses are here applied to the house. The house, rooms, floors, and floor-coverings, walls and their coverings, furniture, and the choosing and hanging and framing of pictures are considered. Pupils are led to see that good taste is not so much a question of money as of cultivated appreciation and good judgment.

(b) Design in brush and ink. Water color.

(c) Methods and practice teaching.

DEPARTMENT OF EDUCATION

PROFESSOR FIELD

MRS. BOREN

MR. MATHES

101. Elementary Psychology. Text, Betts' The Mind and its Education. 5 credits.

The aim of this course is to acquaint the student with the most important facts and fundamental laws of human behavior. The following topics are considered: consciousness, the nervous system, instinct, habit, attention, sensation, perception, imagination, memory, association, reasoning, and emotion. Emphasis will be placed upon the practical application of psychology to teaching.

102. School Management and Observation. Text, Salisbury's School management. Topics: handling of routine matters, daily program, records and reports, school law, discipline, school buildings, grounds, equipment, and general class-room procedure.

103. Child Study. Text, Averill's Psychology for Normal Schools. 4 credits.

After a brief study of the physical nature of children, such as is necessary for an understanding of their mental nature, the instinctive behavior of children is fully studied as the origin and basis of their mental life. The influence of heredity is exhaustively considered. The formation of habits, the utility of sensation and perception as bases for mental imagery, memory and reasoning constitute important elements of the course. The course is more practical than theoretical. Class discussions, reports, and lectures are employed.

301. History of Education. Text, Parker's History of Modern Elementary Education. 4 credits.

This course presents the most important movements in modern educational history, with a detailed study of the theories and practices of great educators. Emphasis is placed on the work of Comenius, Locke, Rousseau, Pestalozzi, Herbart, Froebel, Montessori, and Dewey.

204. Sociology. 8 credits.

(a) A discussion of country-life problems. Text, Cubberley's Rural Life and Education.

Subjects: Old and new rural life conditions; the new outlook for rural life; the social problems of the country community; rural educational agencies; the school, the Sunday-school, the Church, community clubs; the community fair and field day; the teacher and community life.

(b) A practical study for the rural school. Text, Foght's The Rural Teacher and His Work.

Subjects: The organization of the rural school; problems of consolidation; the rural school as a social center; rural-school hygiene; the rural-school curriculum; types of rural schools; the rural school and community recreation.

202. Administration. Texts, Cubberley's Public School Administration. 4 credits.

The purpose of this course is to give the student a full understanding of the administration of state, county, and local school systems. To do this a close study of school administration as it is in actual operation in various parts of our country is made. Problems of finance, supervision, organization, and instruction form important topics. An intensive study is made of conditions in Tennessee.

303. School Sanitation. Text, Dresslar's School Hygiene. 4 credits.

Topics considered: The school building; the heating, lighting, and

ventilation of school buildings; the detection of physical defects in children; the testing of eyesight and hearing; the nature of contagious diseases; the school and public health.

201. Educational Psychology. Text, Starch's Educational Psychology. 5 credits.

The nature, variation, inheritance, and measurement of the native equipment of human beings forms the first division of this course. This is followed by a study of the psychology of learning, which includes such general topics as the use of observation and perception, the rate and progress of learning, and the transfer of training. Following this a study is made of the learning of particular school subjects.

304. Secondary Education. 8 credits.

(a) The Principles of Secondary Education. Text, Colvin's An Introduction to High School Training.

The secondary school, its purpose and place in the school system; the second-school curriculum; the principal and his relation to the teachers; supervised study; the problem of discipline; the social activities of the high school; the principles of high-school teaching.

(b) Methods of Teaching in High Schools. Text, Parker's Methods of Teaching in High Schools.

The teaching of high-school mathematics, science, history, methods and procedure; the arts and their correlation with other subjects; the use of books and special recitation methods.

302. School Law. Texts, School Laws of Tennessee; Annual Reports of State Superintendent. 4 credits.

A course designed to familiarize prospective teachers with the laws of the state dealing with schools.

203. Tests and Measurements. Text, to be supplied. 4 credits.

In this course the student will be made familiar with recent investigations in testing and measuring pupils. It will deal with standardized tests in the various school subjects and with mental measurements. Pupils will be given practice in administering the tests.

305. Rural School Supervision. Text, to be supplied. 4 credits.

The purpose of this course is to train students for the work of rural-school supervision. An investigation will be made of the need of supervision, of the supervision of instruction, and of other duties which the supervisor may be called upon to perform.

DEPARTMENT OF ENGLISH LANGUAGE

PROFESSOR BIBLE

41. English Grammar. (Review) Text, Burleson's Practical English Grammar. 2 credits.

For those who wish to prepare for the State teachers' examinations, and others who need a special drill in this subject.

21. Elementary English Composition. Texts, Wood's Practical Grammar and Composition and Johnson's Mechanics in English. 12 credits.

(a) A course in high-school English. Practical rules of grammar and oral composition are emphasized to develop clear and correct English in every-day speech and writing. The organized club is a feature of the course.

(b) Special emphasis is placed upon the mechanics of composition. The club programs are based on topics in exposition and argumentation.

(c) While the mechanics of composition is kept constantly before the pupils, more attention is given to the rhetorical qualities. Extensive drill is given in letter writing. The club programs are based on topics in description and narration.

101. English Composition and Rhetoric. Texts, Woolley's Handbook of Composition; Slater's Freshman Rhetoric (Revised). 12 credits.

(a) This is a testing course for high-school graduates, designed to ascertain the prospective teacher's proficiency in the mechanics of oral and written English; and to add to that proficiency by drill in spelling, punctuation, the use of words, sentence structure, and general composition. Special drill is given in public speaking on practical topics.

(b) This course is designed for those who have completed English 101. Although the pupils are regularly drilled in the mechanics of English, and in the rhetorical forms, special instruction is given in exposition as a form of discourse and its practical use by the successful school teacher. A few essays are written. The drill in public speaking is continued, helpful expository topics being chosen for presentation to the children in the Practice and Observation School.

(c) The other forms of discourse—argumentation, description, and narration—are made the basis for instruction, with particular emphasis upon the importance of these forms as a means of developing the faculties of criticism, judgment, reasoning, observation, and imagination. Several themes are required. Oral English is emphasized in classroom debates, and in the presentation of descriptions and stories to the children in the Practice and Observation School.

201. Grammar and Methods. 4 credits. Text, Burleson's Practical English Grammar. References: Leonard's Grammar and Reasons; Klapper's The Teaching of English; Coldwasser's Methods in English; Chubb's The Teaching of English; Barnes' English in the Country School; and others.

An intensive course in the subject-matter from a practical standpoint, based upon the text, with special emphasis on the methods most effective in the teaching of the subject, many of which will be brought out in lectures, reference study, and observation lessons.

202. Teaching of Composition and Rhetoric. 4 credits. References: Chubb's The Teaching of English; Klapper's The Teaching of English; Coldwasser's Methods in English; Barnes' English in the Country School, and others.

A course offering a thorough review of all the important divisions of the subject; such as spelling, punctuation, letter writing, the forms of discourse, theme writing and grading, public speaking, etc., with special attention to the best methods and plans for teaching them. The course will consist of lectures, reference study, class exercises, and observation lessons.

DEPARTMENT OF ENGLISH LITERATURE

DEAN BURLESON

31. Third Year Literature. Reading and study of English and American Classics. Text, Greenlaw-Stratton's Literature and Life, Book III. 9 credits.

41. Fourth Year Literature. Reading and study of English Classics, ending with an historical survey of English and American Literature. Text, Greenlaw-Stratton's Literature and Life, Book III. 9 credits.

101. American Literature. Reading and study of poetry and prose. Texts, Page's Chief American Poets; Muilenburg's Specimens of Biblical Literature. 9 credits.

(a) Bryant, Poe, Emerson, and Longfellow. Term-paper based on reading and study.

(b) Whittier, Holmes, Lowell, Whitman, and Lanier. Term-paper based on reading and study.

(c) Biblical Literature.

301. English Literature. Reading and study of prose and poetry. 9 credits.

(a) Text, Page's British Poets of the Nineteenth Century. Wordsworth, Coleridge, Scott, Byron.

(b) Text, same as in (a). Shelley, Keats, Landor, Tennyson.

(c) Text, same as in (a) and (b). Elizabeth Barrett Browning, Robert Browning, Clough, Arnold.

201. Teaching of High-School Literature. Texts, Chubb's The Teaching of English, Blakely's Teachers' Outlines for Studies in English, Smith's What Can Literature Do for Me? For reference, Carpenter, Baker, and Scott's The Teaching of English; and Trent, Hanson, and Brewster's English Classics. 5 credits.

This is a study in the selection of the best literature for the different years of high school and the best methods of teaching it. Along with the study will be actual practice in the teaching of literature.

DEPARTMENT OF READING AND EXPRESSION

MISS McCLELLAN

201. Reading. Texts, Leland Power's Practice Book, Fundamentals of Expression. 9 credits.

A course for beginners. Basic principles of voice production, vowel forming, consonantal articulation, development of melody of speech. This training is to teach the student the mastery of mind over body and voice, and to enable him to teach reading and diction in the school room.

202. Reading. Texts, Leland Power's Practice Book, Talks on Expression, Brewer's Oral English. 9 credits.

A study of different masterpieces of literature, with the endeavor to understand their truth, beauty, and purpose, and to express these to an audience; includes extemporaneous speech, debate and parliamentary practice, practice in giving speeches for all occasions. The aim of the course is to teach the student to express himself intelligently while actually on his feet before an audience.

DEPARTMENT OF GEOGRAPHY

MISS YOAKLEY

21. Physical Geography. Text, Dryer's High School Geography. 5 credits.

This course is intended to give the student a knowledge of the world as the home of man. Physiographic features and processes will be studied, illustrating with the lantern where these may not be observed



Library

Buildings of the

Campus



Manual
Arts Shop



President's home

East Tenn. State Normal

Practice School



in the field. The soil-making minerals will be studied in the laboratory and the students taught to use topographic and weather maps.

Review Geography. Text, Brigham and McFarlane's Essentials of Geography. 3 credits.

For those wishing to take the teachers' examinations. It is assumed that those who enter have some knowledge of the subject.

101. Geography and Methods. Texts, Brigham and McFarlane's Essentials of Geography; Dodge and Kirchwey's Teaching of Geography. 4 credits.

A course planned to meet the needs of the elementary school teachers. It will include a rapid academic review of the State-adopted text and a consideration of methods of presenting the subject matter in the different grades of the elementary school. Aid will be given in the matter of choosing between essentials and non-essentials in the teaching of geography.

102. General Geography. Text, Huntington and Cushing's Principles of Human Geography. 5 credits.

A study of the underlying principles of geography and the application of the same in explaining the distribution of man and the growth of industries, with especial attention to the United States.

301. Commercial Geography. Text, Smith's Commerce and Industry. 5 credits.

Prerequisite, Elements of Geography. A study of our resources and natural distribution of the same; the development and concentration of industries as influenced by geographic factors; methods of transportation, including a consideration of trade routes.

302. Geology. Text, Blackwelder and Barrow's Elements of Geology. 8 credits.

(a) A study of the origin of land forms and of the changes now taking place through the agency of water, wind, and ice; of the interpretation and use of topographic maps.

(b) A brief study of the commoner rocks and minerals of Tennessee; of characteristic life forms of different periods in the earth's history. Short field excursions will be taken during each quarter's work.

DEPARTMENT OF PHYSICS

MISS YOAKLEY

41. Elementary Physics. Text, Millikan and Gale's Physics. 9 credits.

A course in the elements of physics, designed to give the student a comprehensive view of the more important facts and laws. The importance of social applications of physical science in modern life is emphasized. Instruction is given in lectures, demonstrations, recitations, and individual laboratory work. Each term's work may be done independently of the other.

101. General Physics. Text, Black and Davis' Practical Physics. 9 credits.

A continuation course required of those electing science. The work will be similar in content but more advanced in character of subject-matter. Some attention will be paid to selection, purchase, and care of equipment for the laboratory.

DEPARTMENT OF HISTORY

MISS PITTS

31. Medieval and Modern History. Text, Harding's New Medieval and Modern History. 12 credits.

A course designed to trace the political, social, economic, and religious development of the Middle Ages and of the modern European nations.

Topics: The Empire; The Church; The Feudal System; The Crusades; Life and Culture of the Middle Ages; The Rise of Towns; The Renaissance; The Reformation; The Age of Louis XIV; The Age of Frederick the Great; The French Revolution; The Era of Napoleon; The Revolutionary Movements, 1830-1848; The Making of Germany and Italy; National Rivalries and Alliances; The Background of the World War; The New Europe of Today.

41. Tennessee History (Review). Text, McGee's History of Tennessee. 3 credits.

The aim of the course is to study and organize the events of Tennessee history so as to understand how Tennessee through successive stages became what it is.

32. United States History (Review). Text, Thompson's History of the United States. 3 credits.

Topics: Causes of the Revolution; Independence; The Confederation; Making the Constitution; Problems of the New Government; Jeffersonian Democracy; War of 1812; the Monroe Doctrine; The Era of Andrew Jackson; Texas and Mexico; The Slave Issue; The Civil War; Reconstruction Troubles; The New Nation; New Relations with the World.

41. American History and Civics. Texts, Ashley's American History; Magruder's American Government. 12 credits.

(a) This course begins with the study of the thirteen original colonies and traces the formation and development of the American Federal Union to the presidential election of 1824.

(b) This course continues the study of the development of the American Union from the election of 1824 to the present time. It is concerned with the events that precede the division of the States and those that have brought about the wonderful expansion of today.

(c) A further aim of this course is the study of the nature and functions of the federal, state, and local governments. Especial attention will be given to the institutions and activities that center in and serve the community life.

103. History and Methods. Text, Wayland's How to Teach American History. 4 credits.

A course planned to meet the needs of the elementary-school teachers. It will include a rapid academic review of the State-adopted texts, and a consideration of the methods of presenting the subject-matter in the different grades of the elementary schools.

101. American History. Texts, Hart's Formation of the Union; Wilson's Division and Reunion. 8 credits.

(a) This course is a study of colonial conditions in 1750, of the formation of the United States of America, and of the development of the Union to 1829.

(b) The aim of this course is to study the events and movements that culminated in the Civil War and Reconstruction, those which characterized the development of the United States up to 1898, and those which indicate tendencies and policies since 1898.

102. Ancient, Medieval and Modern History. Texts, Breasted's Ancient Times; A History of the Early World; to be selected. 12 credits.

(a) A study of the early peoples and their civilization; the East and the West in the Persian Wars; the growth and expansion of the

Greek World; the Empire of Alexander; Greek Civilization; early Rome; expansion of Roman World; transition from republic to empire; Greek and Roman contributions to modern civilization.

(b) This course is a study of European history from Charlemagne to the French Revolution. It includes Feudalism, the Crusades, the Renaissance, the Reformation, and Colonial Expansion.

(c) This course is designed to trace the continuity in the political, religious, intellectual, economic, and social development of the modern European nations in order to have a better understanding of Europe today.

201. Constitutional History. Texts, Kimball's The National Government of the United States; Kimball's State and Municipal Government in the United States. 8 credits.

(a) A study of the foundations and permanent institutions of our national government and of their development and operation as illustrated in present-day tendencies.

(b) The purpose of this course is to investigate the organization, the distribution of powers and functions, and the operation of all forms of local government.

202. Method in History. Text, Mace's Method in History. 4 credits.

This course is intended to offer opportunity to teachers to study the nature of history, its educational value, and the method of teaching it in the public schools.

302. Economics. Text, Turner's Introduction to Economics. 8 credits.

(a) The aim of this course is to acquaint the student with the fundamental principles and factors of national economy.

(b) This course offers opportunity for intensive study of certain phases of our economic life.

301. Tennessee History. Lectures and library work. 4 credits.

An advanced course in the history of Tennessee.

DEPARTMENT OF HOME ECONOMICS

MRS. EARNEST

MISS COX

101. Cooking. Greer's Text-book of Cooking. 9 credits. Fee for supplies furnished, \$1.50 a quarter.

(a) Food and Its Preparation. An introduction to the study of foods. Principles of cooking developed through the study of various classes of food materials. Topics: Milk, starch, cheese, eggs, fats, quick breads.

(b) This course is a continuation of (a). A study of the selection, care, composition, and preparation of food, combined with a study of their nutritive value and digestion. Topics: Yeast, breads, meats, fish, poultry, and salad.

(c) This course is a continuation of (a) and (b). It deals with the nutritive side and forms a basis for the planning of balanced meals suited to all members of the family. Topics: pastry, cakes, frostings, invalid cookery, school lunch, infant feeding.

102. Sewing. Text-book, Kinne and Cooley's Shelter and Clothing. 9 credits. Fee for materials furnished, \$1.00 a term.

(a) A study of plain and fancy stitches and their application in the making of plain underclothing. Stress is placed upon the selection of design and materials appropriate for each article.

(b) The making of a petticoat and a tailored middy-blouse and skirt. This course includes a continuation of the application of plain and fancy stitches, the study, use, and care of the sewing machine.

(c) The making of a sheer waist and simple dress. Stress is laid on study of appropriate materials and the study and use of commercial patterns. The study of textiles is emphasized.

201. Cooking. 9 credits. Fee for supplies furnished, \$2.00 a term. Texts, Ola Powell's Successful Canning and Preserving; Cooley-Winchell's Teaching Home Economics; Government bulletins; reference works.

(a) This course includes canning, preserving, and drying of foods. Special stress will be laid on economic aspects and attractiveness of the products. A study of dietetics, to present the fundamental principles of human nutrition and to apply these principles to the feeding of individuals, families, and larger groups under varying physiological, economic, and social conditions.

(b) The purpose of this course is to acquaint the student with the more complicated processes of cookery. This course includes breads, pastries, cakes, and frostings.

(c) The purpose of this course is to give opportunity for practice in home cookery. It will include the study, planning, cooking, and serving of breakfasts, luncheons, and dinners; and various methods of preparation and garnishing.

202. Sewing. Text, Baldt's Clothing for Women. 9 credits. Fee for materials used, \$1.00 a term. Open only to students who have already had Home Economics 102. This course includes methods of teaching domestic arts.

(a) A course including drafting, modeling, and free-hand cutting of patterns. The making of a fancy blouse, a woolen dress, and a silk skirt.

(b) A course dealing with home problems, bed linens, table linens, curtains, draperies, and towels; also infants' and children's clothing.

(c) First six weeks, costume designing and lingerie dress; also an intensive study of textiles. Second six weeks, millinery.

301. Household Management. 6 credits.

(a) A course dealing with house furnishing, budgets, financing the family, and business law, which affects the family. Text, Taber's The Business of the Household.

(b) Farm Mechanics (b) given in department of Manual Training.

DEPARTMENT OF MANUAL TRAINING

PROFESSOR WILSON

101. Elementary Woodwork. Text, Allen and Cotton's Manual Training for Common Schools. 6 credits.

This course includes: (1) The historical evolution, classification, and proper use and care of the more commonly used woodworking tools; (2) a collection and study of the structure and use of native woods; (3) the reading and making of simple working drawings; (4) the making out of bills of material; (5) the estimating of costs; (6) the construction of simple projects involving the use of tools and woods studied.

All students of this course who are applicants for the special certificate in Manual Training will be required to take the course in Mechanical Drawing.

102. Mechanical Drawing. Texts, Bennett's Grammar Grade Problems in Mechanical Drawing; French and Svenson's Mechanical Drawing for High Schools. 6 credits.

(a) Freehand sketching from models, lettering, the making and reading of simple working drawings, tracings, and blueprints. Students will supply themselves with drafting scale, lining pen, pencil, compass, number 2 and 4 lead pencils, soft erasers, and india ink. Drawing boards, T-squares, and triangles will be supplied.

(b) A continuation of course (a) with more complicated problems. The theory of simple perspective, cabinet projection, and orthographic projection will be given and applied to the problems of this term.

201. Advanced Woodwork. Text, Griffith's Woodwork for Secondary Schools. 9 credits.

Four hours bench work, one hour recitations. This course deals with the more complex tools and processes of joinery. The constructive work is made the basis of the theory, design, working drawing, and mathematics. This course covers: (1) the making of working sketches from models; (2) lettering; (3) working drawings; (4) tracings; (5) blue prints; (6) construction of projects involving the use of common joints; (7) tool sharpening; (8) wood finishing. The following supplies will be required: (1) a loose-leaf note-book; (2) a twelve-inch draftsman's scale; (3) a pencil compass; (4) a hard and a soft pencil; (5) a block of art gum; (6) a lining pen; (7) a bottle of drawing ink.

(a) The projects of this term involve the use of mortise and tenon construction and finishes of oil stains, shellac, and wax. Students will study the standard woodworking machines used and will learn to care for them and use them with skill.

(b) A continuation of the work of the first quarter, with stress upon the best form of drawer construction and finishing stains. The projects will be largely of school apparatus.

(c) Projects will involve the use of glued stock and joints, with finishes of spirit stains, fillers and varnishes.

301. Farm Mechanics. (a) Text, Brace and Mayne's Farm Shop Work. 6 credits. This course deals with the same technique in the use of woodworking tools as described in Courses 101 and 102, but the problems will be only such as are found on the farm.

(b) Problems in House Planning. Text, Eugene Robinson's Domestic Architecture. This course is required of all candidates for the special certificate in Domestic Science.

Topics studied: Simple House Plans, Heating, Lighting, Plumbing, and Household Conveniences.

302. Vocational Drawing. 6 credits. An advanced course in sheet metal, machine, furniture, or architecture. Manual Training 102 a prerequisite. Text and drawing outfit required.

303. Methods of Manual Training. 5 credits. This course includes the history of manual training, special methods, and practice teaching, with care of room and tools.

DEPARTMENT OF MATHEMATICS

PROFESSOR ROGERS

PROFESSOR CARSON

21. Algebra. Text, Wentworth-Smith's School Algebra, Book II. 12 credits.

(a) The first term is devoted to a review of the fundamental operations and factoring and to a careful study of simple and simultaneous equations, using the graphs for illustrating and fixing principles.

(b) Involution, evolution, theory of exponents, and radicals are the topics considered during the second term.

(c) The third term is given to a study of quadratics and their properties, ratio and proportion, and the progressions.

Required for entrance.

31. Plane Geometry. Text, Wentworth-Smith's Plane Geometry (Revised). 12 credits.

(a) Book I is completed during the first term. Clear thinking and logical reasoning are emphasized, with rigid and formal demonstrations as secondary considerations.

(b) Books II and III are considered during the second term. Greater rigidity of proof is insisted upon during this and the following term.

(c) The subject of plane geometry is finished during the third term. Throughout the year the original work is emphasized and field problems prescribed for the purpose of applying the fundamental principles of geometry.

32. Arithmetic (Review). Text, Jones-Rogers' New School Arithmetic. 3 credits.

This course includes all the principal topics of arithmetic. The chief emphasis is placed upon the content side. The presentation and treatment are in keeping with the most approved methods in modern arithmetic.

101. Solid Geometry. Text, Wentworth-Smith's Solid Geometry. 5 credits.

This course emphasizes the practical side of the subject and correlates with industrial courses and every-day life.

102. College Algebra. Text, Hawkes' Higher Algebra. 8 credits.

(a) This course is offered for students who desire a more thorough treatment of the subject than that offered in elementary algebra. The topics of factoring, fractions, simple and quadratic equations are included.

(b) Emphasis is placed upon the theory of equations as the theory applies to equations of higher degree than the second. Throughout the course in College Algebra the graphical method is employed as an aid in development and interpretation.

201. Plane Trigonometry. Text, Wentworth-Smith's Plane Trigonometry. 5 credits.

Practice is given in the use of logaramithic tables, development of the trigonometric functions, and application of the theory of the solution of plane triangles.

203. Teachers' High School Arithmetic. Text, Lindquist's Modern Arithmetic Methods and Problems. 4 credits.

This is a course in arithmetic, treated from the standpoint of the teacher. Special attention is given to the methods of teaching the subject and to modern psychological experiments in the field of arithmetic. References to the material in the library will be made from time to time.

302. Surveying. Text, Wentworth's Surveying. 5 credits.

This is a course in elementary surveying, and includes the theory and practice of the fundamental principles by use of the transit and tape for field work, the computation of areas, etc.

DEPARTMENT OF METHODS

MISS STAFFORD

MISS TAYLOR

101. Methods of Teaching. Text, Earhart's Types of Teaching. 5 credits.

A careful study is made of the principles which are essential for skillful teaching. All of the standard types of lessons are thoroughly discussed in class and in frequent visits to the Observation School, and their practical application is observed.

102. Primary Methods. Text, Cooper's How to Teach First, Second and Third Grades. 10 credits.

This course includes a study of subject-matter and methods for the primary grades, also a study of the state-adopted text-books for those grades. Observation is required.

(a) Reading and Language.

(b) Arithmetic, Spelling. Penmanship, and Seatwork.

Prerequisites, Elementary Psychology and Methods of Teaching.

103. Grammar Grade Methods. Text, to be selected. 5 credits. This course includes a study of subject-matter and methods for the grammar grades, with demonstrations in the best methods of presentation. Prerequisites, Education 101 and Methods 101.

104. Elementary Practice Teaching. 5 credits.

Assigned work in practice teaching is to be done either in the primary or grammar grades, under the supervision of the critic teachers. Prerequisites, Elementary Psychology and either Primary Methods or Methods in the Grammar Grade subjects.

201. Principles of Teaching. Text, Strayer's A Brief Course in the Teaching Process. 5 credits.

A general method course for Seniors. A study in the selection and organization of subject-matter, interest, attention, drill, the lesson plan, and the question as a factor in teaching.

202. Senior Practice Teaching. 5 credits.

This course is open to those who are applicants for the Senior Normal diploma. Teaching will be done in the high-school subjects

of the departments in which the student has done his major work. This work will be done under the supervision of the heads of the departments.

705. Library Methods. 3 credits.

Study of State school-library laws and State list of books for school libraries. Organization and care of school libraries, including practical methods of classifying, accessioning, shelf-listing, cataloguing, and systems for lending books. The Dewey Decimal Classification is used. Study of reference books, government publications, bibliographies, and periodicals.

DEPARTMENT OF MODERN LANGUAGES

MISS LACY

French

101. First Year French. 12 credits.

- (a) Text, Meras, Le Premier Livre.
- (b) Text, Meras, Le Second Livre.
- (c) Text, La Belle France.

201. Second Year French. 9 credits.

- (a) A study of the French story. Text, De Maupassant's Huit Contes Choisis.
- (b) Halevy's L'Abbe Constantin.
- (c) Le Roman d'un Jeune Homme Pauvre.

301. Third Year French. 9 credits.

- (a) Balzac's Eugenie Frandet.
- (b) Moliere's Le Bourgeois Gentilhomme.
Corneille's Le Cid.
- (c) Texts to be selected.

Spanish

102. First Year Spanish. 12 credits.

- a() Spanish Taught in Spanish, McHale.
- (b) Continuation of (a).

- (c) Translation of simple Spanish texts.

202. Second Year Spanish. 9 credits.

- a() Spanish Short Stories. Text, Cuentos Castellanos.
(b) Translation of a novel, Valdes' Jose.
(c) Commercial Spanish.

302. Third Year Spanish. 9 credits.

(a) Lectures on Spanish history and civilization. Report and themes in Spanish. Review of grammar with stress upon the history of the language.

(b) Reading from Classics. Calderon's *La Vida es Sueno*. Selection from Cervantes' *Don Quixote*.

(c) A short study of Vulgar Latin. Comparison of Spanish with French and Italian. Reading of modern novels by such writers as Galdos and Valera.

DEPARTMENT OF PUBLIC SCHOOL MUSIC

PROFESSOR McFEE

101. Rudiments of Music. 9 credits.

(a) Rudiments of Music. Text, Root's *Progressive Sight Reading*, Book I.

(b) The Teaching of School Music, Graded and Ungraded Schools. Text, Schoen's *School Song Book*, *Music in the Rural School and Community*. References: *Public School Song texts*.

(c) The Appreciation of Music. Lectures and Reports. Two sections: For Grade Schools, For High Schools.

201. Public School Music. 9 credits.

- (a) The History of Music. Text, Pratt's *History of Music*.
(b) Musical Theory. Text, Gantvoort's *Elements of Harmony*, Book I.
(c) Musical Analysis. Text, Tapper's *Musical Analysis*.

301. Supervisors' Course. This course is offered to teachers who wish to take up the teaching of music in the public schools. The demand for trained supervisors is steadily growing, and those who are especially equipped are advised to take up this course. 9 credits.

Prerequisites: Music 101 and 201, or the equivalent, and a knowledge of voice, piano, or violin.

(a) History of Music. Text, Pratt's History of Music. Sight singing. No text.

(b) Teaching of Music in the Grades. No text. Theory of Music. Text, Gantvoort's Progressive Harmony, Book I.

(c) Music in the High School. Analysis and Conducting.

DEPARTMENT OF PHYSICAL EDUCATION

MISS HUDDLE

MR LUCK

Aims. The aims of physical education are, briefly stated, fourfold: (1) to improve the general health; (2) to improve the posture; (3) to cultivate a spirit of fairness and co-operation, as well as a love of sport; (4) to improve the carriage and develop grace of bodily movement. The means used to obtain these ends are fourfold: (1) the teaching of hygiene; (2) formal and free gymnastics; (3) games; (4) rhythmic play.

Each one of these has a special place and value, and will be counted as a part of the whole in the Physical Education course.

Beginning with the fall term, simple physical examinations will be offered to each girl entering school. Tests such as eye, ear, teeth, heart, weight, height, and posture will make up the simple examinations given. Careful records of every test will be filed and kept for reference. Upon the departure of a student a similar second test may be given and improvements noted. If necessary, cases will be recommended for professional medical advice.

102. Physical Training for Women. Text, Michigan State Outline of Physical Training. 2 credits. Two terms required.

(a) This course will consist of simple gymnastic exercises, fancy and gymnasium marching, rhythmic plays and games, and methods from text-books.

(b) This course is a continuation of the beginners' class, and no one will be allowed to take the work unless course (a) has been satisfactorily completed.

101. Playground Methods. Text, Curtis' Education Through Play; Clark's Physical Training for the Elementary Schools. 4 credits. This course includes a short history of the growth and development of the

playground movement in the United States, including the theories and principal aims of play; promotion of the playground and how to begin and carry on the movement; playground activities, as games, free and supervised play, gymnastics and athletics, observation and practice teaching.

103. Physical Training for Men. Text, Michigan Syllabus. 2 credits.

(a) This course consists of introductory work in gymnastics, marching, plays and games, and occasional lectures on hygiene.

(b) Continuation of course (a), advanced work on apparatus.

PIANO COURSE

MISS MATHES

Since the needs and capacities of individual pupils vary so widely, no one set of exercises or studies can be strictly adhered to, but the following synopsis will give an idea of the amount of work required for a certificate in piano.

Grade I. Elementary. Technical work suited to the grade; scales and chords; Peter's Pianoforte Method; Hans Reutling, Books I, II and III; Biehl, Op. 44; Burgmuller, Op. 100; Gurlitt, *Technic and Melody*; Le Couppey, "The Alphabet;" Kunz, *Two Hundred Canons*; Bach-Vincent, Books I and II; Leroy Campbell, *Hansel and Grethel suite*; easy pieces by Gurlitt, Sartorio, Streabbog, Spaulding, Orth, Behr, Lichner, Th. Dutton.

Grade II. Intermediate. Technical work suited to the grade; scales and arpeggios; Czerney-Germer, Vol. 1; Bertini, Op. 29; Bach, *Little Preludes*; Czerney, *Octave Studies*; Gorno, *Pedal Studies*; Heller, selections from Op. 45, 46 and 47; *Sonatinas and Rondos* by Clementi, Kuhlau, Dussek, Haydn, Mozart and Beethoven; miscellaneous pieces by Merkel, Lack, Von Wilhm Goddard, Dreyschock, Ehrlich, Spindler, and others.

Grade III. Advanced. More difficult forms of scales and arpeggios in thirds, sixths, and tenths; Czerney, *School of Velocity*; Bach, *Two and Three Part Inventions*; Cramer, selection from the Buelow edition; Moscheles, Op. 70; selections; easier sonatas from Mozart and Beethoven; miscellaneous pieces by Grieg, Chopin, Mendelssohn, Schumann, Liszt, Schytte, MacDowell, and others.

CREDITS IN THE UNIVERSITY OF TENNESSEE

The following statement from Dr. James D. Hoskins, Dean, shows the credit allowed in the University of Tennessee to graduates of the three-year course of the State Normal Schools:

"Graduates of the State Normal Schools who have completed the three-years' course will be given credit for 90 term hours in the School of Education, College of Liberal Arts, of the University of Tennessee. If the Normal School credits include the absolute entrance and collegiate requirements of the University of Tennessee the Normal School graduate will be admitted to the Senior class of the University of Tennessee."

CREDITS IN THE PEABODY COLLEGE FOR TEACHERS

The following statement from Doctor Shelton Phelps, Chairman of Entrance and Credits Committee, shows the credits allowed in the Peabody College to graduates of the three-year course of the Normal School:

"Graduates of the three-year course in the East Tennessee State Normal School who have done nine quarters of residence work in that institution, after having completed the fifteen units of work in an accredited high school, will be given equivalent standing in George Peabody College for Teachers. This means that such a graduate can expect to complete our Bachelor's degree in three quarters of residence work."

ROLL OF GRADUATES AND STUDENTS

Volume XIII, No. 2, of the Bulletin, to be published September 1, 1923, will contain the names by classes of all the graduates of the State Normal School, the names of all students registered for the school year, 1922-23, including the summer quarter, also the summary of enrollment, showing the enrollment by years and by counties since the opening of the school in 1911.

INQUIRIES AND CORRESPONDENCE

For information as to lodging in private homes, inquiries should be addressed to Prof. C. E. Rogers, Registrar; for information as to teachers or positions, to Prof. Frank Field, Chairman of Committee on Appointments; for information as to classification and credits, to Dean D. S. Burleson; for information as to reports, student records, etc., to Prof. C. E. Rogers, Registrar; and for the bulletins, or general information relating to the School, to President Sidney G. Gilbreath.



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